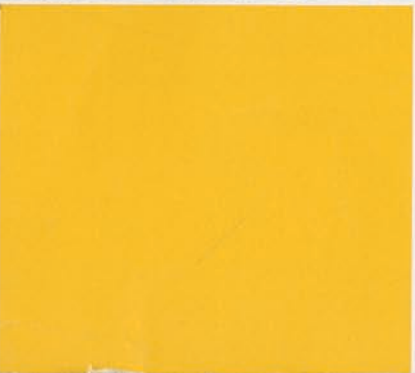
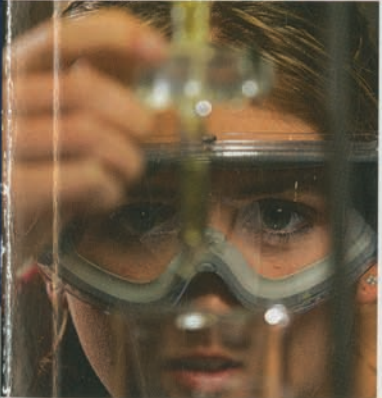
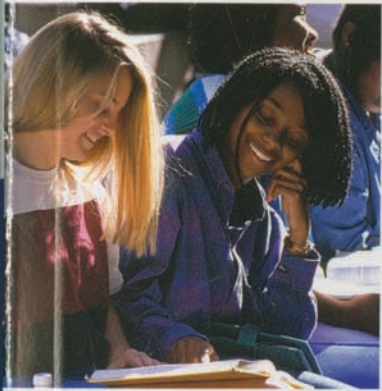
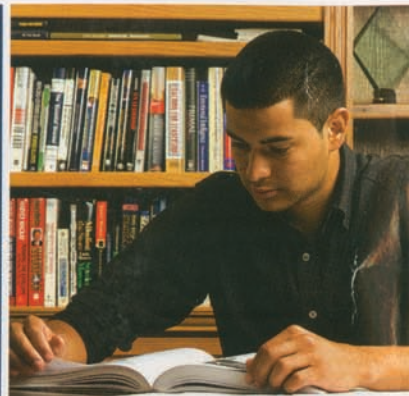


UNIVERSITY of  
NORTHERN COLORADO



CATALOG 2008-09



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UNIVERSITY *of*  
NORTHERN COLORADO



**UNDERGRADUATE AND GRADUATE CATALOG**  
GREELEY, COLORADO

**EFFECTIVE DATES**

**AUGUST 15, 2008**

**TO**

**AUGUST 14, 2009**

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# CALENDAR

FALL	2008
Residence Halls Open	Aug. 21, Thur
Classes Begin	Aug. 25, Mon
Labor Day Holiday (UNC Closed)	Sept. 1, Mon
Fall Break (No Classes)	Nov. 26-28 Wed-Fri
Thanksgiving Holiday (University Closed)	Nov. 27-28 Thur-Fri
Final Exam Week	Dec. 8-12, Mon-Fri.
Graduate Commencement	Dec. 12, Fri (7:00 p.m.)
Undergraduate Commencement	Dec. 13, Sat

Fall/Spring Interim	2008-09
Interim Session Begins	Dec. 15, Mon
Interim Session Ends	Jan. 9, Fri

SPRING	2009
Residence Halls Open	Jan 9, Fri
Classes Begin	Jan. 12, Mon
Martin Luther King Day (UNC Closed)	Jan. 19, Mon
Spring Break (No Classes - UNC Open)	Mar 16-20, Mon-Fri
Final Exam Week	May 4-8, Mon-Fri
Commencement, Graduate	May 8, Fri (7:00 p.m.)
Commencement, Undergraduate	May 9, Sat

SUMMER	2009
Residence Halls Open	May 17, Sun
12-wk Session Begins -Memorial Day Holiday (Univ. Closed) -Session Ends	May 18, Mon May 25, Mon  Aug. 7, Fri
1st 6-wk Session Begins -Memorial Day Holiday (Univ. Closed) -Session Ends	May 18, Mon May 25, Mon  June 26, Fri
8-wk Session Begins -July 4th Holiday (Univ. Closed) -Session Ends	June 8, Mon July 3, Fri  July 31, Fri
2nd 6-wk Session Begins -July 4th Holiday (Univ. Closed) -Session Ends	June 29, Mon  July 3, Fri  Aug. 7, Fri

**Note: Please reference the academic calendar at [www.unco.edu/regrec/calendars](http://www.unco.edu/regrec/calendars) for further detailed information.**

## University of Northern Colorado Affirmative Action/Equal Opportunity Policy

Human Resource Services is responsible for implementation of affirmative action, programs and coordination of Title VI and VII of the Civil Rights act of 1964, Title IX of the Education Amendments of 1973, the Vietnam Era Veteran's Readjustment Act of 1974, and Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. For more information about these provisions or about issues of equity or fairness, or claims of discrimination contact the AA/EEO/Title IX Officer, Marshall Parks, Director, Human Resource Services, University of Northern Colorado, Carter Hall 2002, Greeley, CO 80639, or call 970-351-2718.

### Disclaimer:

*The content of this document is provided for the information of the student. It is accurate at the time of printing but is subject to change from time to time as deemed appropriate by the University President or Board of Trustees in order to fulfill the University role and mission or to accommodate circumstances beyond their control. Any such changes may be implemented without prior notice, without obligation and, unless specified otherwise, are effective when made. The Catalog posted at <http://catalog.unco.edu> may reflect current information that was not available at the time of this publication. The calendar is a projection of the course of events for the 2006-2007 academic years*

*and represents the best judgment of the administration and staff. It is subject to change due to forces beyond the control of University employees or as deemed necessary by the University staff in order to fulfill educational objectives.*

*The faculty and staff of the University of Northern Colorado reserve the right to terminate or modify program requirements, content, and the sequence of the program offerings from semester to semester for educational, operational or financial reasons that are deemed sufficient to warrant such actions.*

**U.S. POSTMASTER: Send address changes to University of Northern Colorado, Academic Affairs, Campus Box 9, Greeley, CO 80639-0001**



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## THE UNIVERSITY OF NORTHERN COLORADO



### Welcome from President Kay Norton

*I invite you to read through the University of Northern Colorado's Academic Catalog and discover the wealth of programs you have to choose from.*

*As you do, keep in mind that the requirements and program options are not the core of our University. Its people are. Our faculty, staff and administration are committed to your success. Our faculty are active professors, scholars and researchers who bring to their classrooms the latest information and practices from their field. Faculty-student interaction is the hallmark of a Northern Colorado education. You'll find faculty who are dedicated to teaching excellence.*

*Pursuing a university education will be one of the most important and rewarding endeavors of your life. Whatever your chosen field, your efforts will be rewarded, both during your time at Northern Colorado and throughout the rest of your life. We invite you to join our community and allow us to assist you with this exciting journey.*

### DESCRIPTION OF THE UNIVERSITY

The University of Northern Colorado commits to the success of its students by providing a solid liberal arts foundation, relevant professional coursework and real-world experiences in an environment where faculty and staff value personal attention as a key to learning.

The university offers over 100 undergraduate and 100-plus graduate programs of study spread among five colleges: Humanities and Social Sciences, Business, Education and Behavioral Sciences, Natural and Health Sciences, and Performing and Visual Arts. Over 2,000 courses are available.

Approximately 12,000 students from 46 states and 51 countries attend classes on our beautiful 260-acre campus. The student population is 61 percent female, 39 percent male and 15 percent minorities.

Our libraries include James A. Michener Library, home to the author's literary legacy, and Skinner Music Library, one of a handful of music libraries in the nation dedicated exclusively to research materials, media and supportive information required by the nation's most rigorous music schools.

More than 130 student organizations on campus include 15 honoraries and leadership organizations, nine fraternities and seven sororities. Northern Colorado is a member of the NCAA Division I Big Sky Conference.

Located in Greeley, the university is just an hour's drive north of Denver. The greater Greeley area's population of nearly 100,000 enjoys a variety of activities - shopping, athletics, nightlife, a symphony orchestra, theater and much more.

With its rich 118-year history, dedicated faculty, active students and NCAA Division I athletic teams, the University of Northern Colorado is large enough to provide true university opportunities and small enough to treat students as individuals - it's a place where you can stand out, not just fit in.

### MISSION STATEMENT OF THE UNIVERSITY OF NORTHERN COLORADO

The University of Northern Colorado shall be a comprehensive baccalaureate and specialized graduate research university with selective admission standards. The University shall offer a comprehensive array of baccalaureate programs and master's and doctoral degrees, primarily in the field of education. The University of Northern Colorado has statewide authority to offer graduate programs for the preparation of education personnel.

### UNIVERSITY OF NORTHERN COLORADO POINTS OF PRIDE

- We are one of only three recipients of the prestigious Christa McAuliffe Award for Excellence in Teacher Preparation from the American Association of State Colleges and Universities in 2007.
- Typically, 96 percent of our bachelor degree recipients are employed or attending graduate school one year after graduation.
- Our Monfort College of Business is the first and only business school to receive the Malcolm Baldrige National Quality Award from the Office of the President of the United States.
- We are designated by the Colorado Legislature as the primary institution for undergraduate and graduate teacher education in the state of Colorado.
- Our undergraduate-only business program is the only one in the world to be accredited by AACSB International in both business and accounting.
- The University Symphony Orchestra was named the Best U.S. College Orchestra in 2007, the sixth time in the past nine years.
- Hispanic Studies faculty members and students are working with the Smithsonian Institution on the Braceros Project, preserving memories and artifacts of U.S. farm factory workers.
- Forbes Magazine recently ranked Greeley as one of the top places in the country for business and careers, and named Weld County as having the fastest rising standard of living in America over the past five years.
- Down Beat Magazine has rated the University Jazz Band the No. 1 college jazz band in America the past two years.
- We prepare more than 800 teachers per year, putting UNC among the top 5 percent of producers of teachers in the U.S.
- Our graduating nursing students regularly score in the top 15 percent on the national licensing exam for registered nurses.
- Our James A. Michener Library is home to the bulk of the UNC alumnus and Pulitzer Prize-winning author's writing and publishing legacy.
- One-third of the Colorado Teacher of the Year award winners are University of Northern Colorado alumni.

- Spending by the university, our employees and our students pumps nearly \$350 million into the Colorado economy.
- We prepare more public school music, theater and art teachers than any college or university in the region.
- Our nursing education doctoral program is one of only six in the nation, and our online doctoral program is one of only three in the nation.
- The Jazz Studies program has won more than 100 Down Beat Magazine awards in the last 30 years.
- Graduating business students score in the top 10 percent on nationwide standardized exit exams.
- The university's Rocky Mountain Cancer Rehabilitation Institute is the only comprehensive cancer rehabilitation facility of its kind, providing individualized prescriptive exercise and dietary intervention in the recovery of cancer treatment-related symptoms.

## NORTHERN COLORADO TRADITIONS

Traditions at the University of Northern Colorado reflect our rich 118-year history.

### Cranford Cornerstone

Much celebration surrounded the laying of the cornerstone of the first building constructed at the new State Normal School in Greeley in 1890. Later named Cranford Hall after the businessman who donated most of the land for the school, the building eventually fell victim to the ravages of time and a fire. Cranford Hall demolished in 1972, but its cornerstone was salvaged. It can still be seen in the shade of the trees near the west entrance to Carter Hall.

### Gunter Hall

When Gunter Hall was renovated in 1996, architects were directed to retain as many of the 1928 building's features as possible, including the center court of the gym floor, original building murals and the famous Gunter bells, which had been replaced three times prior to the renovation. Although the bells' rings are now electronically generated, they still proudly mark the passing of time across the Northern Colorado campus.

### Northern Vision

"Northern Vision," the 12-foot-high, 2,000-pound bronze sculpture of a bear on the north lawn of the University Center, has watched intently over campus since only 2004. Created and donated by local sculptors at the behest of some persuasive Northern Colorado alumni, the eye-catching piece of art faces southeast toward the UC - the campus's student hub - symbolizing the university's focus on its students.

## ACCREDITATION AND AFFILIATION

Since 1916, the University has been fully accredited by the North Central Association of Colleges and Schools. Various academic programs currently have special accreditation by the following:

- American Assembly of Collegiate Schools of Business
- National University Continuing Education Association
- American Chemical Society
- American Psychological Association
- American Speech-Language-Hearing Association
- Colorado Department of Education
- Colorado State Board of Accountancy
- Colorado State Board of Nursing
- Commission on Allied Health Education and Accreditation for Athletic Training
- Commission on Collegiate Nursing Education
- Council for Accreditation of Counseling and Related Educational Programs
- Council for Education of the Deaf
- Council on Education for Public Health (probation)
- Council on Rehabilitation Education
- National Association of Schools of Music
- National Association of School Psychologists
- National Association for Sport and Physical Education/ North American Society for Sport Management
- National Council for Accreditation of Teacher Education
- The Commission on Accreditation for Dietetics Education
- Society for Public Health Education.

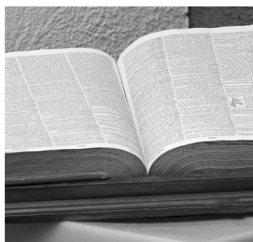
The institution currently holds membership in the American Association of State Colleges and Universities, American Council on Education, American Association of Colleges for Teacher Education, Teacher Education Council of State Colleges and Universities, the Council of Graduate Schools in the United States, Project 30 Alliance, the Western Association of Graduate Schools, the American Assembly of Collegiate Schools of Business, Colorado Thirty Group and other educational organizations.











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## OFFICE OF THE DEAN

Dean: Eugene P. Sheehan, Ph.D.

Assistant Dean: Carolyn W. Edwards, Ed.D.

Location: McKee 125

Telephone: 970.351.2817

The mission of the College of Education and Behavioral Sciences is to contribute to the betterment of society through research, professional service, and the preparation of individuals who are skilled lifelong learners capable of working effectively with diverse populations in an evolving global community.

The College offers programs at the graduate and undergraduate levels. Graduate programs in Psychological Sciences and Educational Research, Leadership, and Technology prepare students for employment in a range of fields including education and the business and technology sectors. The undergraduate program in psychology provides students with a liberal arts degree and transferable skills in several areas including research design and analysis and the ability to understand human behavior.

Several schools in the College provide professional training by offering specialized undergraduate licensure and graduate degree programs in education and psychology. The undergraduate licensure programs (Teacher Education Endorsement: Professional Teacher Education Programs (PTEP) on page 133) prepare elementary, middle, secondary, K-12, and special education teachers. The Center for Urban Education in Denver trains elementary teachers for work in urban schools. Elementary, middle, and secondary teacher candidates must major in a content degree program offered in one of the other colleges.



Graduate programs are also offered to prepare school administrators, school psychologists, educational technology personnel, counselors and counseling psychologists for mental health agencies and private practice. These programs also prepare college and university faculty and administrators.

The professional education faculty members of the College are committed to the serious study of education and the promotion of professional standards to ensure quality and foster innovation in professional preparation. The College Conceptual Framework holds the view that education is a transformational enterprise and that professional educators use evidence in decision making; respect diversity; collaborate with others; are standards and performance-based; and can use technology to improve teaching and learning.

Programs in the College are accredited by the National Council for the Accreditation of Teacher Education. All educator preparation programs are approved for licensure by the Colorado State Board of Education and authorized by the Colorado Commission on Higher Education. The American Psychological Association and the Council for Accreditation of Counseling and Related Educational Programs accredit programs in the School of Applied Psychology and Counselor Education.

Other major units in the College are the National Center on Low-Incidence Disabilities, Tointon Institute for Educational Change, Bresnahan-Halstead Center on Mental Retardation and Developmental Disabilities, and the Kephart Memorial Child Study Center. A common focus of these diverse units is to provide teachers and administrators with advanced professional development.

## SCHOOL OF APPLIED PSYCHOLOGY AND COUNSELOR EDUCATION

**Director:** Fred J. Hanna, Ph.D.

**Location:** McKee 248      **Telephone:** 970.351.2731

**School Psychology Faculty:** Michelle S. Athanasiou, Ph.D.; Achilles N. Bardos, Ph.D.; Rik Carl D'Amato, Ph.D.; Robyn S. Hess, Ph.D.; Katherine M. Hak, Ph.D.

**Professional Counseling Faculty:** Linda L. Black, Ed.D.; David M. Gonzalez, Ph.D.; Heather Helm, Ph.D.; Brian D. Johnson, Ph.D.; Jennifer L. Murdock, Ph.D.; M. Sean O'Halloran, Ph.D.; Basilia (Lia) C. Softas-Nall, Ph.D.

**Counselor Education Faculty:** Linda L. Black, Ed.D.; Heather Helm, Ph.D.; Jennifer L. Murdock, Ph.D.

**Counseling Psychology Faculty:** David M. Gonzalez, Ph.D.; Brian D. Johnson, Ph.D.; M. Sean O'Halloran, Ph.D.; Basilia (Lia) C. Softas-Nall, Ph.D.

The School of Applied Psychology and Counselor Education offers graduate programs in counselor education, professional counseling, counseling psychology and school psychology, which prepare students for careers in schools, community agencies, industry, higher education and private practice. Service courses are offered for other programs at both graduate and undergraduate levels.

In addition, the School of Applied Psychology and Counselor Education offers services to the University and the local community through its clinic, a research and training facility. The master's programs in School Counseling and Community Counseling, the emphasis area in Couples and Family Therapy and the doctoral program in Counselor Education and Supervision are accredited by the Council for Accreditation of Counseling and Related Educational Programs.

The doctoral program in School Psychology is accredited by the American Psychological Association and approved by the National Association of School Psychologists. The educational specialist degree program in School Psychology is also approved by the National Association of School

Psychologists. The doctoral program in Counseling Psychology is accredited by the American Psychological Association.

### Professional Counseling

The Counseling faculty views potential candidates as unique, with strengths and assets to be identified, encouraged and developed during their graduate education. The knowledge and human relations skills necessary to help individuals recognize their own and other persons' unique promise and discover opportunities for its expression form the core of professional preparation for students in professional counseling. Such knowledge and skills are learned in part from research and study in the behavioral and social sciences, various skill development activities and supervised practice. Opportunities for a broad understanding of human behavior and human relationships are included in the education of the student in Counseling.

The Counseling faculty is committed to the development of broadly based competent professional counselors skilled in helping people with personal, interpersonal and career concerns in community agencies. The requirements of the program are conceptualized within the framework and standards set forth by accreditation standards, the counseling profession, Colorado state law, Graduate School and job requirements.

**Admission.** The prospective student must apply for admission to and be accepted by the program area faculty. Admission to the program requires a GPA of 3.0 on the last 60 hours of course work. If the applicant's GPA is below 3.0, the Graduate Record Exam (General Test) score must be submitted. It is recommended that the applicant have a total score that meets or exceeds 1000 on the Verbal and Quantitative subtests, with no score below 400. The Analytical Writing subtest should have a minimum score of 3.5. Two years of post bachelor's degree work experience is recommended for applicants under 25 years of age. Attendance at a pre-admission workshop is required for this admission process to be completed. When attendance at the preadmission workshop is an extreme hardship for the applicant, special arrangements are made.

Acceptance is based on consideration of the following criteria:

- Clarity of career goals.
- Intellectual qualities.
- Professional judgment of appropriate personality characteristics as evidenced by a structured interview, interpersonal communication style and personal references.

### Clinical Counseling M.A.

The Clinical Counseling program at the master's level prepares professional counselors to work in various agency settings such as mental health centers, probation and parole departments, substance abuse centers and residential treatment centers.

### Couples and Family Therapy Emphasis

The requirements of the emphasis are directed toward the development of competent professionals in the practice of marital and family therapy. The emphasis area deals primarily with relationships, interpersonal interaction and systems theory.

*For degree and program requirements, see:*

**Clinical Counseling M.A. on page 178**  
**Couples and Family Therapy Emphasis**

### School Counseling M.A.

The School Counseling program is designed at the master's level to develop a professional who counsels with children and adults in elementary, middle and high schools.

*For degree and program requirements, see:*

**School Counseling M.A. on page 191**

### Counselor Education and Supervision Ph.D.

This program prepares an individual for employment as a counselor educator and supervisor for colleges and universities offering training in school counseling, community counseling, marriage and family counseling/therapy, counseling with children and adolescents, and gerontology. Graduates are also qualified for licensure as professional counselors, and may be employed in such sites as community agencies, schools, counseling centers, employee assistance programs, and private practice.

**Admission:** Application must be complete and on file in the Applied Psychology and Counselor Education Office by January 1, with decisions announced by the first week of April.

- Total score of 1000 for the Verbal and Quantitative subtests of the GRE, and a minimum score of 3.5 on the Analytical Writing subtest is recommended.
- A master's degree in counseling or a related area is required.
- Three letters of recommendation are required from individuals who are familiar with the student's academic and clinical skills.
- GPA of 3.25 in the last completed degree is desired.
- Written statement must be completed regarding the relationship of the doctoral program to the future career goals of the applicant.

Attendance at a pre-admission workshop is required for the admission process to be completed. Admission decisions are based on the professional judgment of the Counselor Education faculty, considering the above data, including personal characteristics and interpersonal communications style as assessed in the pre-admission workshop. Applications are evaluated on a competitive basis for a limited number of positions.

### Prerequisites: Required of All Counselor Education and Supervision Ph.D. Students

Entering doctoral students should have completed graduate courses in the following areas:

- Abnormal Psychology
- Career Counseling and Theory
- Counseling Theories
- Developmental Psychology
- Family Systems
- Group Counseling/Guidance
- Learning Theory
- Legal and Ethical Issues in Counseling
- Personality Theories
- Substance Abuse
- Testing: Analysis and Interpretation
- Tests and Measurement

Students who have not completed coursework in these areas must complete these courses as deficiency coursework not to be counted toward the hours required for the degree.

For degree and program requirements, see:

**Counselor Education and Supervision Ph.D. on page 203**

### Counseling Psychology Psy.D.

This program is designed to develop individuals who will be effective counseling psychologists in community, agency or system settings. The program focuses primarily on training effective persons for therapy and assessment of individuals and groups, supervising others in the helping professions and researching and evaluating programs relative to counseling. Secondly, the objectives are to teach and train professionals and paraprofessionals in psychology and to develop skills in documenting the effectiveness of these programs and consulting in prevention and treatment models. All graduates of the Psy.D. program will meet APA standards which lead to eligibility for licensing as a psychologist.

**Admission:** Applications must be complete and on file in the Applied Psychology and Counselor Education office by December 15, with decisions announced by the first week of April.

1. All entering doctoral students will hold a bachelor's or master's degree in psychology/counseling or a related field; a minimum of 1000 combined score on the Verbal and Quantitative subtests of the GRE, with no score below 450, and a minimum of 3.5 on the Analytical Writing subtest; 3.25 GPA.
2. Three letters of recommendation from individuals who are familiar with the student's academic and clinical skills.
3. A further review process is conducted by the faculty for admission. Finalists are invited to attend an admission screening workshop.

Admission decisions are based on the professional judgment of the faculty, considering the above data, including personal characteristics and interpersonal communications style as assessed in the pre-admission workshop. Applications are evaluated on a competitive basis; positions are limited.

For degree and program requirements, see:

**Counseling Psychology Psy.D. on page 202**

### School Psychology

The Programs in School Psychology are housed within the School of Applied Psychology & Counselor Education and offer graduate training at two levels:

- Specialist (Ed.S.)
- Doctoral (Ph.D.)

The aim of these programs is to develop professionals who are able to apply psychological and educational principles to improve the psychosocial environments of children (ages birth-21) and their families. Attention is directed toward the development of skills in the assessment of the intellectual, emotional, and social development of children; planning and implementing direct academic and social/emotional interventions with a focus on evidence-based and culturally sensitive practice; and providing individual and systems consultation within schools and the larger community. Students who successfully complete either the Ed.S. or Ph.D. are eligible for state licensure and national certification.

**Admission Requirements.** The Graduate School application must be submitted by December 15. In addition to meeting the admission requirements of the Graduate School, the student must submit the following data to the Applied Psychology and Counselor Education Office by December 15. The master's degree is not required for admission. *Educational Specialist - admission decisions are announced by March 30. Doctoral - admission decisions are announced by March 15.*

- Supplementary Data Sheet (included in APCE Application Packet).
- Three letters of recommendation from individuals familiar with the applicant's academic skills and relevant experience.
- Current vita.
- A written statement regarding the relationship of the program to the personal and professional goals of the applicant. This statement should be forwarded to the School Psychology Admissions coordinator.
- An official report of scores on the Graduate Record Examination. A minimum of 1000 combined score on the Verbal and Quantitative subtests is recommended, with no score below 450, and a minimum of 3.5 on the analytical writing subtest.
- Official transcripts from all undergraduate and graduate institutions attended (minimum 3.25 GPA recommended).

*Applications are evaluated competitively for a limited number of positions. The application must demonstrate clear potential for success in a School Psychology program.*

### **School Psychology Ed.S.**

The Specialist program is designed for those students who wish to become school psychologist practitioners. Training is primarily oriented toward the acquisition of those skills necessary for effective functioning in the educational environment as a school psychologist. The program is based on the student's entering with a bachelor's degree. A student with a master's degree in psychology or professional psychology should meet with his or her advisor to develop a specific plan of study. A course in abnormal psychology is a prerequisite to the program and must be completed by any student who has not had it. In consultation with the advisor, a student should select the number of hours and specific courses to meet licensure requirements, complete the program, and prepare the student to be a professional school psychologist.

*For degree and program requirements, see:*

**School Psychology Ed.S. on page 198**

### **School Psychology Ph.D.**

The principal goal of the doctoral program is the training of a scientist-practitioner who possesses general practitioner skills and has developed proficiency in the areas of advanced intervention, assessment, consultation, research, and evaluation. Doctoral graduates, in addition to being eligible for licensure as psychologists and school psychologists, may also be qualified to assume positions as university professors, educational evaluators, private consultants, and therapists.

The program is based on the student entering with a bachelor's degree. A student with a master's or specialist's degree in psychology or professional psychology should meet with his or her advisor to develop a specific plan of study. A course in abnormal psychology is prerequisite to the program and must be completed by any student who has not had it. In consultation with the advisor a student should select the number of hours and specific courses to meet licensure requirements, complete the program and prepare to be a professional school psychologist.

*For degree and program requirements, see:*

**School Psychology Ph.D. on page 212**

### **School Psychologist Licensure**

Institutional recommendation for endorsement in School Psychology is based on the completion of the Ed.S. or the Ph.D. program in School Psychology. No prior teaching experience is necessary.

Students wishing to obtain Colorado licensure in this area are required to successfully complete the National School Psychology exam through the Education Testing Service (ETS/PRACTIS).

Students desiring licensure in states other than Colorado should note that requirements for licensure are set by each state's Department of Education and should become familiar with the requirements for any other state from which they seek licensure.

Near the end of the semester that the licensure program is to be completed, the candidate should complete application forms in the Teaching/Special Services Licensing Office in McKee 216. Applications are processed as soon as official transcripts, ordered by the applicant, are received from the Registrar showing completion of requirements. School recommendations are required before institutional endorsement is granted.

# **SCHOOL OF EDUCATIONAL RESEARCH, LEADERSHIP & TECHNOLOGY**

**Director: Susan R. Hutchinson, Ph.D.**

## **APPLIED STATISTICS AND RESEARCH METHODS**

**Location:** McKee 518      **Telephone:** 970.351.2807

**Faculty:** Khalil S. Holighi, Ph.D.; Susan R. Hutchinson, Ph.D.; Maria K. E. Lahman, Ph.D.; Daniel J. Mundfrom, Ph.D.; Lisa A. Rue, Ph.D.; Jay R. Schaffer, Ph.D.; Khalil Shafie, Ph.D.

This program provides students with a broad understanding of appropriate applications of statistical and research methodology and with experience in using computers effectively for statistical analysis.

The master's and doctoral programs in Applied Statistics and Research Methods are designed to prepare graduates in statistics and education who make important contributions to educational practice. Through the programs, great emphasis is placed on how research design and statistics can be applied to educational issues and problems. Service courses are offered by the school in support of other university programs at the graduate level.

**Admission:** Applications must be complete and on file in the ASRM office by March 1 for Fall admission and by October 1 for Spring admission.

### **Applied Statistics and Research Methods M.S.**

Students planning on concentrating on applied statistics need a working knowledge of calculus and linear algebra. Students must also provide a written statement regarding the relationship of the Master's program to the student's professional goals.

Completion of this degree will enable the graduate to seek employment in a career field requiring the application of statistical or research methodology, for example: data analysis or experimental design; to teach in a community or junior college; to work as an evaluation/assessment specialist in a public school setting; or to enter a Ph.D. program in statistics, educational research, or a related area.

*For degree and program requirements, see:*

**Applied Statistics and Research Methods M.S. on page 175**

### **Applied Statistics and Research Methods Ph.D.**

The student must provide the ASRM program coordinator with a written statement regarding the relationship of the doctoral program to the student's professional goals. It is expected that the student possesses the knowledge, skills and competencies equivalent to those of a graduate from our M.S. degree program. Should it be necessary, a student may use elective credits to make up deficiencies.

This program prepares students to teach courses at the university level in applied statistics and research methodology, to provide leadership in the conduct of research studies, and to serve as consultants in research methodology and data analysis in education, industry, or government.

*For degree and program requirements, see:*

**Applied Statistics and Research Methods Ph.D. on page 199**

**Applied Statistics and Research Methods Doctoral Minor on page 216**



## EDUCATIONAL LEADERSHIP AND POLICY STUDIES

**Location:** McKee 418      **Telephone:** 970.351.2861  
**Faculty:** Cliff Brookhart, Ed.D.; Martha Cray, Ph.D.; Linda R. Vogel, Ph.D.; Spencer Weiler, Ph.D.; Kathryn S. Whitaker, Ph.D.

The mission of the program is to develop educators who have the vision and the ability to lead educational organizations by providing needed services to learners in educational settings, creating effective learning environments, effecting policies that govern educational organizations, and modeling continuous learning with and for the citizens of the community. To achieve this mission, ELPS faculty incorporate innovative teaching practices; engage in inquiry about leaders and leadership; and demonstrate leadership at the local, regional, national and international levels.

The underlying philosophy of the ELPS program is that educational leaders possess knowledge of self, others, organizations, learning and society necessary to perform creatively and effectively in diverse environments. They engage people in identifying and working toward the accomplishment of a shared vision for the organization. Leaders incorporate the ideas, values and experiences reflective of a pluralistic society and promote continual learning.

The ELPS programs are exemplified by the following beliefs:

- Human growth and development are lifelong pursuits.
- Leadership encompasses a learned set of knowledge, skills, attitudes and practices.
- Organizations are artifacts of a larger society.
- Learning, teaching, and collegiality are fundamental activities of organizations.
- Validated knowledge and active inquiry form the basis of practice.
- Moral and ethical imperatives drive leadership behavior.
- Effective leadership in organizations depends on individual and team efforts.
- Leaders' behaviors and actions model their beliefs and values.
- Leaders effect positive change in individuals and organizations.
- Effective leaders develop positive interpersonal relationships.
- Diversity strengthens organizations.
- Organizations and leaders are accountable.

The ELPS programs and the scholarship of its faculty and students emphasize:

- Formal and informal roles and strategies of educational leaders in P-12 schools and post-secondary settings
- Fiscal, legal and personnel aspects of schools and higher education
- Innovative practices in leadership preparation
- Understanding, facilitating and evaluating the change process
- Innovation and restructuring of schools
- Collaboration in teaching, learning and scholarship
- Adult learning and development and staff development
- Policy development, analysis and implementation
- Service to schools, higher education and policy makers
- Identification of multicultural and gender-based needs

### Administrators' Licensure (Non-Degree)

An application packet available through the program Office (McKee 418) describes materials for admission review by the faculty: current resume, goals statement, and Professional Assessment Forms. Admission decisions are made throughout the year.

*For licensure requirements, see:*

**Administrators' Licensure: District Level Leadership (Non-Degree) on page 220**

### Principals' Licensure (Non-Degree)

Students may work concurrently on the principal's license and a Master of Arts degree (M.A.) or an Educational Specialist degree (Ed.S.) in Educational Leadership. To obtain a professional license, students must have a master's degree, complete a principal license program, and satisfactorily pass the PLACE exam. Students must also complete an induction program. Students desiring a principal's license must submit an application to the Graduate School. In addition, an application packet, available through the program office (McKee 418), describes materials for admission review by the faculty: current resume, goals statement, and Professional Assessment Forms. Admission decisions are made throughout the year.

*For licensure requirements, see:*

**Principals' Licensure (Non-Degree) on page 224**

### Educational Leadership M.A.

The Master of Arts degree in Educational Leadership provides opportunities for candidates to acquire knowledge about leadership in P-12, community college, higher education, or other educational settings. The program provides opportunities for students to develop in-depth understanding about leadership roles and responsibilities, working with external environments, professional development, organizational behavior, and contemporary educational issues.

An application packet, available through the program office (McKee 418), describes materials for admission review by the faculty: current resume, goals statement, and Professional Assessment Forms. Admission decisions are made throughout the year.

One set of materials may be submitted for review for admission to the M.A. and either the Colorado Principal or Administrator Licensure program. This intent should be clearly described in the statement of goals and noted on the application form.

The master's degree requires a minimum of 30 semester hours of graduate study, of which 12 hours are core learning experiences. Depending on career goals, students may choose from four concentration areas in the master's program: P-12 education, higher education and student affairs leadership, adult and continuing education, or an individualized program. Students may obtain the master's degree while also working concurrently on a principal or administrator license.

*For degree and program requirements, see:*

**Educational Leadership M.A. on page 180**

### Educational Leadership Ed.S.

An application packet, available through the program office (McKee 418), describes materials for admission review by the faculty: current resume, goals statement, and Professional Assessment Forms.

One set of materials may be submitted for review for admission to the Ed.S. and either the Colorado Principal or Administrator Licensure program; this intent should be

clearly described in the student's statement of goals and noted on the application form. Admission decisions are made throughout the year.

*For degree and program requirements, see:*

**Educational Leadership Ed.S. on page 198**

### **Educational Leadership Ed.D.**

The University of Northern Colorado has a long history of preparing individuals to assume leadership roles in education. Over the years, superintendents, principals, deans, program directors, professors, presidents and other persons in leadership positions in Colorado and across the nation have received academic degrees from the University. The current focus of the Ed.D. is preparing P-12 leaders for public and private schools and other educational organizations.

The purpose of the Ed.D. program is to engage educators in P-12 and other education-related settings in the advanced study of educational leadership so they can critique and improve their own practice. The program focuses on problems of practice - studying practice, engaging in constructive critique of practice, and improving one's practice. Coursework in the program is designed to be highly relevant to the participants' jobs and careers.

Features that make this program attractive to current and aspiring educational leaders:

- Collaborative and collegial learning community;
- Challenging, provocative, research-based knowledge;
- Cohort approach to learning for 3 semesters of enrollment;
- Instructional techniques emphasizing practices of adult learning;
- Emphasis on problems of practice;
- Professional networking with area P-12 educational leaders;
- National and internationally recognized university faculty and affiliates;
- Faculty and cohort commitment that all participants successfully complete the program.

**Admission.** An application packet, available through the program office (McKee 418), describes materials required for admissions by the Educational Leadership Program: a resume, a written statement of goals, an essay on a current problem of practice, and Professional Assessment Forms. Applicants complete an interview with the Educational Leadership program faculty.

For students who live out-of-state, the interview may be conducted by a conference call. Although admissions decisions are made throughout the year, students who complete the application process by February 15, including the interview, are given priority screening for Fall admissions of that year and have increased opportunities for financial assistance. The application process, including interview, is typically completed by May 1.

The doctoral program expands upon the foundation gained in study for the master's, specialist, and/or licensure programs. It provides opportunities for candidates to develop breadth in understanding leadership, policy, and research methodologies, and also depth in one or more areas of specialization. The focus of this program is the refinement of students' understandings of leadership and policy development and analysis, ultimately culminating in the dissertation. The dissertation is meant to address a problem of practice in educational leadership.

Entering doctoral students who already possess a Master's Degree in Educational Leadership or a related field complete a minimum of 64 semester hours of graduate credit beyond the master's degree. Students with an Educational Specialist's degree enroll in a minimum of 42 semester hours beyond the specialist's degree. These semester hour requirements are minimum expectations for students' performance. Credit requirements are a function of the types of learning experiences needed by students to achieve their goals.

**Residency.** Students may complete the UNC residency requirement without leaving their employment.

**Program of Study.** The nature of doctoral studies implies a blend of required learning experiences and individualized program development to reflect the personal, professional, and academic goals of each student. Each doctoral student admitted to the program works with an advisor and a program planning committee to develop a plan of study.

*For degree and program requirements, see:*

**Educational Leadership Ed.D. on page 204**

## **HIGHER EDUCATION AND STUDENT AFFAIRS LEADERSHIP**

**Location:** McKee 418      **Telephone:** 970.351.2861

**Faculty:** Matthew Birnbaum, Ph.D.; Florence Guido-DiBrito, Ph.D.; Katrina Rodriguez, Ph.D.

The Higher Education and Student Affairs Leadership program offers a Ph.D. program for individuals preparing for careers in leadership positions in colleges and universities, faculty positions in higher education, and leadership positions in agencies focusing on higher education leadership, research, and policy analysis and development.

The program also offers coursework in higher education and student affairs for students in other graduate programs, both master's and doctoral, including a doctoral minor in Higher Education and Student Affairs Leadership. The program offers coursework for the higher education and student affairs leadership concentration in the M.A. program in Educational Leadership. The program also offers an array of undergraduate coursework in support of a number of campus student services programs.

### **Higher Education and Student Affairs Leadership Ph.D.**

The HESAL program integrates a focus on social justice and empirical research throughout the curriculum. The inquiry-based program offers students the opportunity to focus studies on leadership, college student development, higher education culture and diversity, and organizations and policy in both student affairs and broader higher education contexts. Students may focus on studies related to community colleges, four-year colleges, universities, and higher education agencies. Opportunities are provided for practical experiences under the mentorship of experienced higher education leaders. The Ph.D. program is based upon a community of scholars model, in which students are viewed as colleagues with progressively higher levels of responsibility and expertise. Students are admitted as a cohort group, with expectations that students will engage in collaborative research and other scholarly endeavors early in the doctoral program.

**Admission.** Students must hold a masters degree in higher education, college student affairs, or a related field from an accredited institution and have two years of successful work experience in an institution of higher education. SRM 600 or an equivalent introduction to graduate research course, is required for admission. The program may waive that requirement for admission, in which case the student must make up the deficiency. Coursework to make up the deficiency will not count toward the Ph.D. requirements. Additional details regarding admissions criteria and the application process may be seen on the program's web site, at [www.unco.edu/cebs/hesal](http://www.unco.edu/cebs/hesal). Financial assistance and additional professional experiences are available through an extensive network of graduate assistant opportunities, both within the program and in a number of UNC offices.

**Commitment to Diversity.** The Higher Education and Student Affairs Leadership program recognizes the importance of addressing the needs of an increasingly diverse society. To that end, the program strives to increase the educational opportunities of diverse student populations, as well as create an atmosphere where the values and concerns of diverse populations receive attention and respect. The

program strives to enroll a diverse population of doctoral students. Issues of diversity are integrated into core courses and are explored more fully through special topics courses.

**Residency.** While the Ph.D. program has a residency requirement (see Graduate School information), courses are scheduled such that students may complete the UNC residency requirement without leaving their employment. The program enrolls a combination of individuals who are employed full-time and others who are employed in part-time graduate assistantships.

*For degree and program requirements, see:*

**Higher Education and Student Affairs Leadership Ph.D. on page 209**

## EDUCATIONAL TECHNOLOGY

**Location:** McKee 518      **Telephone:** 970.351.2816

**Faculty:** Jeffrey W. Bauer, Ph.D.; David A. Falvo, Ed.D.; James E. Gall, Ph.D.; Linda L. Lohr, Ed.D.; Heng-Yu Ku, Ph.D. Berlinda L. Saenz, Ph.D.

The Educational Technology faculty administer graduate degree programs in Educational Technology and School Library Education, as well as graduate non-degree programs leading to a School Library K-12 endorsement by the State of Colorado Department of Education. In addition, the school offers a Master of Arts Degree in School Library Education.

At the master's level these programs of study are designed to develop knowledge and skills in instructional systems analysis and design, computer applications, media design and information management. Application is focused upon improving human performance in applied learning settings.

At the doctoral level students are provided with advanced opportunities to develop knowledge and skills in the area of instructional system design, analysis and evaluation. Emphasis is placed upon the generation of empirically derived strategies to promote instructional practice based upon learning and instructional theory.

**Western Regional Graduate Program** The Ph.D. program in educational technology is a member of the Western Regional Graduate Program. Under this program any Ph.D. student in educational technology, who is a resident of selected western states pays in-state tuition rather than out-of-state tuition. The selected states include: North Dakota, South Dakota, Montana, Wyoming, Colorado, New Mexico, Idaho, Utah, Nevada, Arizona, Washington, Oregon, Alaska and Hawaii.

### Educational Technology M.A.

The Master of Arts degree in Educational Technology is designed to develop knowledge and skills in instructional system analysis, computer applications and media design. Application of knowledge and skills is focused on improving human performance in applied learning contexts.

Upon meeting the admission criteria for the Graduate School, the candidate's application is forwarded to the program area faculty for review. Reviews by the program area faculty are held each semester (including summer). Decisions regarding admission are communicated to the applicant before the beginning of the next semester. Although students may enroll any semester following admission, they are strongly encouraged to begin their program in either the summer or fall semester in order to enter the proper sequencing of courses.

Applications require a description of educationally-related work experience, statement of career goals, three letters of reference, and transcripts from previous undergraduate work.

Multiple criteria for admission are considered, including:

- GPA of 3.0 in the last 60 semester hours of academic work.
- Three letters of recommendation indicating a high potential for academic success and interpersonal competency.
- Two page statement of career goals

Educationally-related work experience is desirable, but not required.

*For degree and program requirements, see:*

**Educational Technology M.A. on page 181**

### Educational Technology Ph.D.

The Doctor of Philosophy in Educational Technology prepares graduates for a variety of professions in the broad discipline of human performance technology. Graduates work in academic, corporate, and military settings as researchers, consultants, and scholars. Based upon the focus of their research and courses, graduates develop skills in: needs assessment, needs analysis, instructional design, instructional development, evaluation and change.

The doctoral program uses a community of scholars' model of interaction among the students and the faculty members. The students are viewed as developing colleagues with progressively higher levels of responsibility as they move through the program. Cooperative research and other scholarly projects are encouraged among faculty members and students. The doctoral program in educational technology provides the students with a broad base of knowledge in the use of technology in educational and training settings.

The program is designed to be rigorous but practical, encouraging the serious, mature, motivated and competent student to apply for admission. Applications are reviewed by the educational technology faculty during the middle of each semester. Although the students may enroll any semester following admission, they are strongly encouraged to begin their program in either the summer or fall semester in order to enter the proper sequencing of courses.

All applications must include the following items:

- Two page statement of career goals
- Description of previous teaching and other work experience
- In addition, an interview will be arranged with the program faculty.

Minimum criteria for acceptance include:

- Meet graduate school requirements regarding the GRE and TOEFL (if applicable).
- Grade point average of 3.2 on the most recent 60 semester hours of coursework.
- Congruency between the applicant's career goals and the goals of the doctoral program.
- Letters of reference indicating a strong potential for academic success, interpersonal competency and growth of the individual as a designer, producer, implementor, teacher, scholar, evaluator and researcher in educational technology.
- Relevant work experience is desirable.
- Successful interview with the faculty.

*For degree and program requirements, see:*

**Educational Technology Ph.D. on page 208**

**Educational Technology Doctoral Minor on page 216**

### School Library Education M.A.

Students interested in obtaining a School Library endorsement who do not already hold a master's degree may enroll in the master's degree in School Library Education. This program has been designed to meet the requirements for an M.A. degree as well as to meet the graduate program requirements and competency requirements dictated by the State of Colorado for School Library endorsement.

Upon meeting the admission criteria for the Graduate School, the candidate's application is forwarded to the program area faculty for review. Reviews by the program area faculty are held each semester (including summer). Decisions regarding admission are communicated to the applicant before the beginning of the semester. Although students may enroll any



semester following admission, they are strongly encouraged to begin their program in either the summer or fall semester in order to enter the proper sequencing of courses.

Applications require three letters of reference, written statement of career goals, and educationally-related work experience.

Multiple criteria for acceptance are considered, including:

- Three letters of recommendation indicating a high potential for academic success and interpersonal competency.
- Two page written statement of philosophy and goals with respect to pursuit of degree and/or endorsement.
- Educationally-related work experience is required.

Applicants seeking an endorsement for Teacher Librarian by the State of Colorado Department of Education must meet the following requirements:

- Hold a valid Type A teaching license (or equivalent) teaching license;
- Have completed one year 1 (full-time) of successful teaching experience in the classroom and/or school library media experience while holding a valid Type A or professional teaching license or equivalent certificate;
- Have completed an approved graduate degree program in school library education or library science in an accepted institution of higher education including two field experiences in elementary and/or either middle or secondary school library.
- Successfully pass the required state proficient examination.

Students may transfer up to 6 semester hours or 9 quarter hours of approved graduate level credit to the program from other accredited institutions.

All coursework to be transferred or applied to meet graduate course requirements that was completed before a student's acceptance into a graduate degree program must be approved the UNC Graduate School.

Note that applicants must also complete the Notification of Intent to Seek Endorsement (institutional recommendation).

*For degree and program requirements, see:*

**School Library Education M.A. on page 191**

## SCHOOL OF PSYCHOLOGICAL SCIENCES

**Director:** Mark B. Alcorn, Ph.D.

**Location:** McKee 0014

**Telephone:** 970.351.2957

**Faculty:** Mark B. Alcorn, Ph.D.; Michael Todd Allen, Ph.D.; Theodore R. Bashore, Ph.D.; Kathryn F. Cochran, Ph.D.; Cynthia Clark, Ph.D.; Thomas N. Dunn, Ph.D.; David M. Gilliam, Ph.D.; Carl E. Granrud, Ph.D.; Nancy J. Karlin, Ph.D.; Paul Klaczynski, Ph.D.; Teresa M. McDevitt, Ph.D.; Kristina Phillips, Ph.D.; Kevin Pugh, Ph.D.; Steven M. Pulos, Ph.D.; Rosann Ross, M.A.; Eugene P. Sheehan, Ph.D.; Marilyn C. Welsh, Ph.D.; William Douglas Woody, Ph.D.

**Emeritus Faculty:** William A. Barnard, Ph.D.; Susan Plock Bromley, Psy.D.; John B. Cooney, Ph.D.; Grant L. Morris, Ph.D.; Jeanne E. Ormrod, Ph.D.; Charles S.L. Poston, Ph.D.; Paul D. Retzlaff, Ph.D.

## EDUCATIONAL PSYCHOLOGY

The master's and doctoral programs are designed to prepare individuals for educational activities such as instruction, evaluation, test construction, educational research, educational consulting to business and public schools, and university teaching. All students must abide by the codes of ethics of the American Psychological Association (APA) and the American Educational Research Association (AERA).

Educational Psychology offers programs and service courses at both the graduate and undergraduate levels. The program faculty provide courses on psychological principles and

theories and research methodologies as applied to the educational process. These applications range from everyday concerns in the public school classroom to basic research on learning and cognition, and the development of children, adolescents, and adults. Faculty and students have access to computers, a complete set of data analysis software packages and laboratory facilities available for both teaching and research purposes. Service courses are offered to support other university programs at both the undergraduate and graduate levels.

### Educational Psychology M.A.

Upon meeting the admission criteria for the Graduate School, the candidate's application is forwarded to the program area faculty for review. Applications are processed as they are received. Decisions regarding admission are communicated to the applicant before the beginning of the next semester. Although students may enroll any semester following admission, they are strongly encouraged to begin their program in either the summer or fall term in order to enter the proper sequencing of courses. Applications require a description of educationally-related work experience, statement of interest and career goals, three letters of reference, and GRE scores should be submitted if available, but are not required.

Applications are evaluated case by case according to the following preferred guidelines:

- GPA of 3.0 in the last 60 semester hours of academic work.
- Three letters of recommendation indicating a high potential for academic success.
- Congruency between the applicant's career goals and the purpose of the M.A. program as indicated by the letter of interest.
- Educationally-related work experience is desirable, but not required.

### Educational Psychology M.A. en route to the Ph.D.

Students may apply for admission to the Ph.D. in Educational Psychology and complete their M.A. in Educational Psychology on the way to the doctoral degree. The application process and the admission criteria are the same as for the Ph.D. program. Once admitted, students will complete the 30 credit M.A. program described on [page 181](#). Students must complete all program requirements (including Comprehensive Examination) for the M.A. in addition to the minimum credit hours required for the Ph.D. Students must be conferred with the M.A. degree prior to admission to doctoral candidacy.

*For degree and program requirements, see:*

**Educational Psychology M.A. on page 181**

### Educational Psychology Ph.D.

The overall goal of the program is to produce university instructors and scholars capable of original basic and applied research in psychological and educational processes.

There is considerable emphasis on research training within the program. Research topics of the faculty pertain to processes in learning, cognition and development, measurement and assessment, social perspectives to research design and to applications of the findings from educational psychology to informal and informal educational settings.

Upon meeting the admission criteria for the Graduate School, the candidate's application is forwarded to the program area faculty for review. Reviews by the program area faculty are typically conducted within four weeks of receipt of the application. Decisions regarding admission are communicated to the applicant before the beginning of the next semester. Although students may enroll any semester following admission, they are strongly encouraged to begin their program in either the summer or fall term in order to enter the proper sequencing of courses.

Applications are evaluated case by case according to the following preferred guidelines:

- GRE combined score of 1,200 on the verbal and quantitative reasoning sections, with a minimum verbal score of 500 and an analytical writing score of at least 4.0.
- GPA of 3.5 (4.0 scale) in the last 60 semester hours of academic work.
- Three letters of recommendation indicating a high potential for success in a doctoral research program.
- A written statement of career goals and a resume.
- Congruency between the applicant's career goals and the purpose of the Ph.D. program.

The doctoral program contains a common core of courses and three areas of emphasis: Learning and Cognitive Processes, Human Development, and Research, and Measurement. All students must take the common core emphasis area and electives in consultation with the advisor. Students must take a minimum of 67 hours to graduate. A doctoral minor is also available.

*For degree and program requirements, see:*

[Educational Psychology Ph.D. on page 206](#)

[Educational Psychology Doctoral Minor on page 216](#)

## PSYCHOLOGY

**Location:** McKee Hall 0014    **Telephone:** 970.351.2957

Psychology is the scientific study of behavior. Psychologists develop theories to explain behavior and to generate hypotheses that are tested through quantitative and qualitative research methods. Depending on the situation, psychologists may attempt to describe, explain, predict, and change behavior.

Psychology students develop transferable skills in several areas including research design and analysis, the ability to understand human behavior, recognition of and tolerance for diversity, report writing and presentation, establishing rapport in groups, and critical thinking. With these skills, graduates gain employment as for example: educators, counselors, administrators, managers, personnel analysts, researchers (including market researchers), police and corrections officers, and sales people. Graduates also enter Master's and doctoral programs in many areas of psychology and in rehabilitation, special education, business and social work. Recent demographic analyses predict a continued high demand for individuals with a background in psychology.

### Psychology B.A.

The School of Psychological Sciences offers a quality, comprehensive, and coherent program. Students learn the research methods and core theories employed by psychologists. Students are also exposed to the diversity of psychology through a range of elective courses. The variety of courses offered permits students to choose a set of psychology courses that are related to their interests and career goals. Students participate in a field experience in which they work in a supervised psychology-related setting.

Students with a grade point average of 3.25 or better are invited to enroll in the Honors program. Students are encouraged to consult the Psychology Coordinator for Honors. Qualified students are invited to apply for membership in PSI CHI, the national psychology honor society. Applications and qualifications are posted outside the PSI CHI office.

*For degree and program requirements, see:*

[Psychology Minor on page 150](#)

[Psychology B.A. on page 122](#)

## SCHOOL OF SPECIAL EDUCATION

**Director** Harvey Rude, Ed.D.

**Location:** McKee 29

**Telephone:** 970.351.2691

**Faculty:** Diane Bassett, Ph.D.; George T. Betts, Ed.D.; Sandra K. Bowen, Ph.D.; Robin D. Brewer, Ed.D.; Paula W. Conroy, Ed.D.; Silvia Correa-Torres, Ed.D.; Kay A. Ferrell, Ph.D.; Lewis B. Jackson, Ed.D.; John L. Luckner, Ed.D.; Tracy Mueller, Ph.D.; Francie R. Murry, Ph.D.; Stuart N. Omdal, Ph.D.; Lori Peterson, Ph.D.; Corey D. Pierce, Ph.D.; Harvey Rude, Ed.D.; Ann Sebald, Ed.D.; Jennifer Urbach, Ph.D..

The School of Special Education offers one of the most comprehensive training programs for special educators (undergraduate, master's, doctoral) in the nation. UNC is the only institution in a six-state region that offers degree programs in special education in all areas of exceptionality. Special programs associated with special education include the Summer Enrichment Program for the Gifted and Talented, the Bresnahan-Halstead Center on Mental Retardation and Developmental Disabilities, and the Kephart Memorial Child Study Center and an annual symposium in Vail, Colorado featuring renowned speakers.

Faculty in Special Education are nationally recognized, have published in their respective areas, presented papers at prestigious conferences and have many of their publications translated into several foreign languages. Numerous program and research grants provide support for professional development and student scholarships at the graduate levels.

### American Sign Language — English Interpretation B.A.

The American Sign Language-English Interpretation program is an online (with summer onsite requirements) baccalaureate degree program that prepares majors to provide competent interpreting services between individuals who are deaf and use ASL as their primary means of communication, and individuals who are not deaf and do not know sign language. Graduates of this program will be prepared to interpret in a range of low-risk settings with professional autonomy and be work- and/or certification-ready.

*For degree and program requirements, see:*

[American Sign Language – English Interpretation B.A. on page 86](#)

### Special Education B.A.

The curriculum consists of recommended Liberal Arts core requirements, courses in professional teacher preparation, courses in special education theory, practice, and pedagogy and courses in Liberal Arts Core content to ensure teachers have the breadth of knowledge needed to be a special education teacher. Strong emphasis is placed on literacy and mathematics in both Liberal Arts Core requirements and content area coursework. Students are required to take technology courses; and the use of technology is incorporated into the special education coursework. The program is organized around nine themes including individual differences (disabilities, culture, and language), interpersonal/collaborative skills, direct instruction, legal responsibilities/processes, organizational/systemic processes, behavioral management, knowledge and access of resources, inquiry skills, and implementation of special educator roles. Topics emphasized within these themes include normal developmental learning, general assessment concepts, foundational characteristics of disabilities, service delivery models, and technology.

*For degree and program requirements, see:*

[Special Education Minor on page 151](#)

[Special Education B.A. on page 127](#)

[Special Education, B.A. — PTEP on page 138](#)

## Special Education M.A.

### Deaf and Hard of Hearing Emphasis

The MA degree in Special Education with a Deaf/Hard of Hearing emphasis prepares professionals as a special education specialist: deaf/hard of hearing to work with children and youth with hearing losses ages birth-21 and their families in order to help them develop their full potential. The Special Education Deaf/Hard of Hearing Specialist is required to pass an approved elementary education content exam prior to entry into the preparation program, and the Deaf Education PLACE exam prior to licensing. The program consists of the required courses and practicum requirements agreed upon by the student and advisor. Students entering the Master of Arts program in Special Education: Deaf/Hard of Hearing without a current teacher licensure are required to complete additional admission requirements and course requirements listed under Professional Teacher Education. Students are encouraged to contact a program advisor to determine additional requirements. Also, individuals who are not proficient in sign can enroll in the program and concurrently take sign courses. The Special Education Deaf/Hard of Hearing Specialist is required to pass a sign proficiency examination prior to student teaching.

### Early Childhood Special Education Emphasis

This master's program is designed to prepare teachers who will work with young children from birth to age 8 across the full spectrum of learning needs and abilities. Because it promotes an inclusive approach to early education, the program is appropriate for teachers who will work in Early Childhood Special Education and/or Early Childhood Education settings. Teacher candidates will demonstrate knowledge and skills in parent-professional partnerships, recommended research-based practices, typical and atypical early child development, and approaches to effective assessment and intervention. Students are required to pass the Early Childhood Special Education PLACE exam before enrolling in practicum coursework. For candidates without a current teaching license who wish to obtain licensure, additional courses are required through the Professional Teacher Education Program.

### Generalist Emphasis

The MA degree in Special Education with Generalist emphasis prepares teachers who will work with students who are identified with a variety of disabilities from moderate to severe intensity. The emphasis of the program content focuses on literacy and mathematics instruction, understanding standards and assessment, differentiated instruction, and technology. Teachers completing this program will demonstrate the skills needed to provide appropriate behavior supports and accommodations for learning of students with disabilities. The Special Education Generalist is required to pass the approved elementary education content exam prior to entry into the preparation program, and the special education generalist PLACE exam prior to licensing. The program consists of the required courses and practicum requirements agreed upon by the student and advisor. If a student enters the Master of Arts program in Special Education: Generalist without a current teacher licensure, s/he is required to complete additional admission requirements and course requirements listed under Professional Teacher Education.

### Gifted and Talented Education Emphasis

The MA degree in Special Education with Gifted and Talented emphasis prepares teachers at the elementary and secondary level to work with gifted and talented students in order to help them develop their full potential.

The Special Education Gifted and Talented Specialist is required to pass the approved PLACE exam prior to licensing. The program consists of the required courses and practicum requirements agreed upon by the student and advisor. If a student enters the Master of Arts program in Special Education: Gifted and Talented without a current teacher

licensure, s/he is required to complete additional admission requirements and course requirements listed under Professional Teacher Education.

### Intervention Specialist Emphasis

The Intervention Specialist is a comprehensive program that weaves research and practice while providing current educational professionals with the knowledge and skills that are needed to provide services, supervise, and coach other educators to ultimately foster student growth academically, behaviorally, and socially.

### Visual Impairment Emphasis

The MA degree in Special Education with a Visual Impairment Emphasis is designed to prepare teachers who will work with students who are visually impaired. The program consists of the required courses and practicum requirements agreed upon by the student and advisor. Students entering the Master of Arts program in Special Education: Visual Impairment without a current teacher licensure are required to complete additional course requirements listed under Professional Teacher Education. Students may complete licensure and degree requirements in a minimum of 42 credits if they desire licensure of education of students with visual impairments only. Students seeking an added endorsement in Orientation and Mobility may complete this 15 credit program in consultation with their program advisor.

**Admission.** The student must possess a grade point average on the last 60 semester hours of at least 3.0 on a 4.0 scale, provide a minimum of two letters of recommendation from previous employers or academic professors, provide a statement of philosophy and goals of application in relation to the needs in the field and, if possible, arrange for a personal interview. Acceptance or rejection of an applicant will be made after an evaluation of all of the above requirements is made.

Please see degree and program requirements for any additional admission information.

**Comprehensive Examination:** In addition to admission to the program and satisfactory completion of all coursework, each student must pass a written comprehensive examination before she or he is allowed to graduate.

**Evaluation.** Evaluation of the student's professional potential will be an ongoing process throughout the program. Continuation/exit requirements will be based on multiple criteria such as faculty interview, professional recommendations, recommendations of the advisor or other program faculty, academic ethics, successful completion of the comprehensive examination and potential for teaching handicapped infants and adults. The multiple criteria approach does not assume that each of these factors carry equal weights; any one factor might well outweigh all others.

**Licensure.** Students who seek Colorado licensure in an area of Special Education or request an institutional recommendation for licensure from UNC must meet Colorado teacher licensure requirements.

Students wishing to obtain Colorado licensure are required to pass proficiency examination(s). Students should contact the School of Special Education in McKee for information.

A master's degree or a school approved licensure program is required before the University of Northern Colorado will recommend the student for endorsement.

Students entering the licensure program must meet the same entrance requirements as the Master's degree students. They must also demonstrate achievement of all program standards through a combination of UNC coursework, prior coursework, or other approved documentation and completion of a licensure examination. However, a minimum of 15 semester hours must be taken at UNC.

*For degree and program requirements, see:*

**Special Education M.A. on page 193**  
**Deaf and Hard of Hearing Emphasis**  
**Early Childhood Special Education Emphasis**



Generalist Emphasis  
 Gifted and Talented Education Emphasis  
 Intervention Specialist Emphasis  
 Visual Impairment Emphasis

Orientation and Mobility (O&M) Endorsement on page 224

### Special Education Ph.D.

The student must receive a positive recommendation by the School of Special Education. When a prospective student has met general University requirements for admission, his or her application is submitted to the School for evaluation. In addition to an interview with members of the faculty, the School of Special Education requires the submission of:

1. a resume
2. a written statement of academic and professional goals;
3. a published or professional writing sample.

The Committee reviews each application for admission to determine evidence of:

- potential for scholarship;
- relevant formal training at the undergraduate and/or graduate level;
- evidence of successful teaching or clinical experience with persons who have exceptionalities for a minimum of two years;
- potential for leadership;
- professional commitment;
- clarity and rationality of professional and personal goals;
- potential for effective university teaching; potential for conceptualization of and reporting research.

Each applicant must receive a positive recommendation from representatives of the School of Special Education faculty to be recommended for admission to the Graduate School.

The philosophy of the doctoral program is based on the concept that learning is an active, self-regulated process. Therefore, doctoral programs are individually tailored through interactive planning that involves the student, the advisor, the doctoral committee, other students and professionals from outside the University.

Students are expected to enter the program with a clear sense of personal direction and a set of learning goals. In this context, a personalized program is developed in which the focus is on finding innovative and flexible ways to meet the needs of each student while insuring that the student develops advanced skills and knowledge. The overall goal of six major themes in relation to special and general education, namely: theory pedagogy, research methodology, evidence-based practice, public policy and advocacy, and collaboration.

Upon admission to the doctoral program, each student will be assigned an advisor. In consultation with this advisor, she or he should determine courses for the first semester. A permanent advisor is selected by the student by the end of the first semester.

In joint planning sessions the student and advisor, in consultation with the doctoral committee, other students and colleagues from outside the University, should establish a tentative doctoral program during the first and second semesters on campus.

This program should be based on past experience and training and on student interests and goals. The program must include an emphasis on critical thinking, breadth and depth of theoretical understanding, scholarship, methods of inquiry, direct experiences in schools with diverse populations, and collaborations with faculty and student colleagues. Students are expected to become stewards of the discipline, demonstrating: a) the ability to conduct research and scholarship; b) an understanding of the history and foundational ideas of special and gifted education; and c) the ability to represent and communicate ideas effectively and clearly.

The program plan must include a statement of goals and rationale for proposed coursework and educational experiences. The program and rationale must then be submitted to the School of Special Education Doctoral Program Coordinator to begin the approval process. If faculty are concerned with elements of the plan, they will make recommendations for revisions or additions. Enrollment in third semester courses without an approved program may lead to the inclusion of courses not ultimately approved as part of the doctoral plan.

For degree and program requirements, see:

[Special Education Administration Licensure \(Non-Degree\) on page 226](#)

[Special Education Doctoral Minor on page 217](#)

[Special Education Ph.D. on page 213](#)

## SCHOOL OF TEACHER EDUCATION

**Director:** Alexander Sidorkin

**Location:** McKee 216

**Telephone:** 970.351.2908

**Faculty:** Frederick J. Bartelheim, Ed.D.; James A. Erikson, Ph.D.; Gary Fertig, Ph.D.; Thomas A. Griggs, Ph.D.; Jennifer K. Geringer, Ph.D.; Jenni L. Harding-DeKam, Ed.D.; JJody K. Lawrence, Ph.D.; Fong-Yun Lee, Ph.D.; Linda Leon, M.A.; Valerie Middleton, Ph.D.; Madeline Milian, Ed.D.; Michael F. Opitz, Ph.D.; Alexander M. Sidorkin, Ph.D.; Fredrick L. Silverman, Ed.D.; Susan A. Thompson, Ed.D.; Dana Walker, Ph.D.

**Cumbres** prepares Hispanic/Latino students to teach with an English as a Second Language or bilingual education endorsement.

**Location:** McKee 262

**Telephone:** 970.351.2417

**Center for Urban Education** has both an elementary and special education teacher preparation programs that lead students to a Bachelor's degree and Colorado teacher licensure.

**Director:** Irv Moscowitz, M.A.

**Location:** 1059 Alton Way,  
Denver, Colorado 80230

**Telephone:** 303.365.7631  
and 303.365.7632

[Center For Urban Education on page 134](#)

### Educational Studies Ed.D.

The Ed.D. in Educational Studies prepares candidates to understand the relationship among research, policy, and practice in education in order to contribute to reforming educational systems. Candidates complete an educational studies core, a multidisciplinary cognate, a research core, and a dissertation. The program prepares candidates to assume roles as university faculty members, educational leaders in school districts and state and federal agencies, district level curriculum specialists, and to assume leadership roles in nonprofit and private sectors.

Graduate applicants for this degree must have evaluations by the School of Teacher Education, in addition to the Graduate School, in order to determine admissibility.

Programs of study for degree candidates will be individualized to meet candidate's career goals. A minimum of 64 semester hours are required for the completion of this program. The extent of an individual's program will be dependent upon previous college work and professional experience.

For degree and program requirements, see:

[Educational Studies Ed.D. on page 207](#)

### Education M.A.T.

The Master of Arts in Teaching degree provides experienced practitioners with the knowledge, abilities, and dispositions needed to scaffold their own professional development toward a vision of accomplished practice. Candidates in this

program analyze philosophical and contemporary practices and theories relating to knowledge acquisition as a means of enhancing student learning and the curriculum development process within school systems. Three abilities are emphasized throughout the program: critical reflection, systematic inquiry, and collaboration. Teacher participants use these abilities to plan and implement a series of learning and assessment projects for the purpose of improving students' learning and achievement. The M.A.T. program provides opportunities to develop in-depth understanding of content-specific pedagogy, the curriculum development process, teacher research, and portfolio approaches to teaching and learning. Teachers are encouraged to become school leaders as they gain confidence working with increasingly diverse groups of children, parents, and colleagues. The program has several emphases: in Elementary Education, Curriculum Studies, Linguistically Diverse Education, and English Education. One year of successful classroom teaching experience is required for graduation.

*For degree and program requirements, see:*

**Education M.A.T. on page 179**

### **Reading M.A.**

The Reading/Literacy graduate programs prepare students to be inquiring practitioners who seek knowledge and experiences about reading/literacy processes and practices.

These evolving scholars are guided and encouraged to pursue knowledge, commit to inquiry, engage in problem solving related to reading/literacy processes and practices, and participate as leaders in reading/literacy related activities. The inquiring practitioners learn to use reading/literacy knowledge, practices, and processes to serve the changing technological, diversity, and reading/literacy education needs of dynamic local and global environments.

**Admission.** Applicants must have one year of full-time teaching experience, an overall 3.0 GPA on the last 60 semester hours; must complete the Reading program Application and have three letters of recommendation sent to the Coordinator of the Reading Program in McKee Hall. Upon receiving formal notification of admission a student must meet with his/her assigned advisor to plan a program of study.

If applicant's GPA is below 3.0, the applicant may choose to submit a Graduate Record Exam (General Test) score to attain non-probationary admission to the Reading program.

The Reading program faculty recommend that an applicant have a total score that meets or exceeds 1350 on the Verbal, Quantitative, and Analytical subtests; and it is highly recommended that the Verbal score meets or exceeds 500.

There are several steps to the evaluation of the Reading Program as well as to the evaluation of the students enrolled in the Reading M.A. degree program. The evaluation process is ongoing. For admission into the Graduate School and admission into the Reading M.A. degree program a student must complete and submit specific documents (Graduate School application, Reading program application, three letters of reference and a resume) that Reading program faculty members review and evaluate. As a student takes courses, he/she completes a university generated course evaluation form and may be asked to complete an instructor developed evaluation form. When a student reaches the mid-point of taking the eleven reading courses (after five courses), the student and the student's advisor meet to complete a progress interview. The purpose of the interview is for the student to reflect upon his/her performance to date, as well as to make known his/her evaluation of the strengths and needs of the Reading program. At the conclusion of all the Reading M.A. degree coursework, a student completes a synthesis notebook and oral defense or completes a thesis. Following the successful completion of the synthesis notebook and oral defense or thesis defense, the student completes an exit survey evaluating all of the elements of the Reading program that the student has participated in and completed. Two years after graduating from the Reading program with a Master of Arts degree the student will be asked to complete another survey and to reflect on his/her overall program experience.

### **Endorsement**

By completing the Master of Arts degree in Reading students fulfill the requirements for institutional recommendation for endorsement as a K-12 Reading Teacher. Students seeking endorsement must provide evidence of two or more years of teaching experience in an accredited and/or established elementary, middle, or secondary school while holding a Type A or teaching license equivalent certificate before such recommendation is made. Students wishing to obtain Colorado licensure in reading are required to pass a State of Colorado administered proficiency examination PLACE-Reading. Students should contact the Licensure Officer in McKee for information.

*For degree and program requirements, see:*

**Reading M.A. on page 190**

**Reading Minor on page 150**

**Reading Endorsement on page 224**

### **Early Childhood Licensure Program**

The Early Childhood/Primary PTEP is designed to prepare students to teach children from birth to 3rd grade. The program includes opportunities to acquire and demonstrate knowledge of theory and practice necessary to plan, implement, and assess curriculum for individual children and groups, and prepares and generates the will in professionals to advocate for policies designed to improve conditions for all children, families, and the profession.

Students in the Early Childhood/Primary PTEP will acquire the knowledge, skills and dispositions to teach and perform effectively in the following areas:

- Planning and implementing instruction
- Assessment of learning, development and instruction
- Interpersonal relations with children, colleagues and families
- Personal and professional behavior.

*For degree and program requirements, see:*

**Early Childhood PTEP on page 133**

### **Elementary Education: Professional Teacher Education Program**

The mission of the Elementary PTEP is to help teacher candidates become emerging professionals who are able to perform proficiently in elementary school classrooms situated in increasingly complex, diverse and technologically advanced communities. Four themes run through the program: Reflection, Integration, Collaboration, and Modeling.

These four themes are central to the initial licensure of UNC undergraduate students for teaching at the elementary school level. They are in the guiding tenets of the program, in the implementation of courses and other professional experiences, and in the outcomes faculty expect of undergraduates who earn initial licensure following their final student teaching assignment. The mission also includes helping candidates acquire a breadth and depth of knowledge of content related to the **Colorado Model Content Standards** and the curriculum of elementary schools, as well as the **Performance-Based Standards for Colorado Teachers**. NCATE Standards inform our vision beyond our Colorado boundaries.

*For degree and program requirements, see:*

**Elementary PTEP on page 134**

### **Secondary Professional Teacher Education Program**

The Secondary Professional Teacher Education Program (PTEP) is designed to prepare students to teach at the 7-12 grade levels within a special content area. Students selecting this program will work with their major advisor to enter the

Secondary PTEP Phase One where they will be introduced to program standards and Phases Two, Three and Four to complete their program.

*For degree and program requirements, see:*

**Secondary PTEP on page 134**

### **K-12 Professional Teacher Education Program**

The mission of the K-12 Professional Teaching Education Program is to provide teacher candidates with the opportunities to integrate knowledge and skills acquired from Liberal Arts Core course work, content area course work, and professional education courses with extensive field experiences as a means of meeting each of the program standards/standard elements that are based on Performance-Based Standards for Colorado Teachers. As such, the K-12 PTEP prepares beginning teachers who have met not only the program standards/standard elements at the proficient or advance level, but are well grounded in the content knowledge from either Art, Music, Sports and Exercise Science (P.E.).

*For degree and program requirements, see:*

**K-12 PTEP on page 137**

### **Elementary Post Baccalaureate Licensure Program**

The Post Baccalaureate Program is an initial licensure for graduate students who have a bachelor's degree in any area. Depending on a student's background, some liberal arts courses may need to be completed prior to completing the program. The program also satisfies half of the requirements for a master's degree in elementary education. The students complete their program in three concurrent semesters.

Students admitted to the program are expected to maintain accepted standards of professional behavior in all aspects of their work. Faculty will periodically review the suitability of candidates for continuation in the program.

*For degree and program requirements, see:*

**Elementary Education, Post-Baccalaureate (Non-Degree) Minor on page 221**

### **Secondary and K-12 Postbaccalaureate Programs**

The postbaccalaureate version of Secondary and K-12 PTEP's are designed for applicants with bachelors degrees seeking first-time licensure.

Secondary licensures: Biology, Chemistry, Communications (Speech), Earth Science, English, French, Geography, German, History, Mathematics, Physics, Social Science, Spanish, Theatre Arts.

K-12 Licensure: Visual Arts, Music, Physical Education

Admissions: All applicants wishing to count licensure hours toward a Master of Arts or Master of Science degree in any area must apply to the Graduate School for admission into the MAT, MA, or MS degree program at the same time he or she applies to the Post Baccalaureate Licensure programs.

- Applicants must have an 3.0 GPA for admission in the last 60 credit hours of course work. Different areas may have various content courses GPA requirements. An interview with an appropriate content advisor is required.

*For degree and program requirements, see:*

**Secondary Education, Post Baccalaureate (non-degree) Minor on page 226**

**K-12, Post Baccalaureate Licensure (non-degree) Minor on page 222**

### **English as a Second Language**

This graduate level endorsement program in the teaching of English as a Second Language (ESL) emphasizes the study of the structures of English, second language acquisition, and methodology related to the teaching of English to speakers of other languages. This program leads to recommendation to Colorado's Linguistically Diverse ESL K-12 endorsement. Applicants are encouraged to apply to the Master of Arts in Teaching: Linguistically Diverse Education Emphasis program at the same time.

*For degree and program requirements, see:*

**Linguistically Diverse Education Emphasis on page 180**

### **Bilingual Teacher Education**

This graduate level endorsement program in Bilingual Bicultural Education emphasizes the study of the structures of English and Spanish, second language acquisition, and methodology related to teaching in a dual language classroom. This program leads to recommendation to Colorado's Linguistically Diverse: Bilingual Education K-12 endorsement. Teacher Preparation program.

Applicants are encouraged to apply to the Master of Arts in Teaching: Linguistically Diverse Education Emphasis program at the same time.

*For degree and program requirements, see:*

**Bilingual Bicultural Education - Endorsement on page 132**





# COLLEGE OF HUMANITIES AND SOCIAL SCIENCES



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## OFFICE OF THE DEAN

Location: Candelaria 0215 Telephone: 970.351.2707  
 Dean: David Caldwell, Ph.D.  
 Assistant Dean: Karen M. Jennison, Ph.D.

## INTRODUCTION

The College of Humanities and Social Sciences offers a wide array of academic pursuits organized into five schools. These various disciplines give students a fuller understanding of the past, present, and future roles of both the individual and society in shaping human experience. The humanities and the social sciences are cornerstones of a liberal arts education. In

courses and other learning experiences provided by the college, students become familiar with the most significant accomplishments of the human intellect and spirit and gain appreciation for the potential we have as humans and as societies.

The humanities disciplines study many aspects of human existence, such as creative expression, the spoken and written word, and how our creativity reflects our world. Other fields in the humanities consider how systems of thought and knowledge have developed over time and influence our decisions today. Humanistic inquiry asks how events in the past affect the present and how understanding the past can help us shape the future. Other scholars in the humanities examine how different cultures and people with different experiences approach common needs and how they express commonly held aspirations in diverse ways. Some humanities disciplines demonstrate how language mirrors our identity to others and opens windows to the world, while others study ways in which humans have learned to cooperate in order to articulate their values and accomplish their goals.

With goals closely related to those of the humanities, the social sciences view the world around us as a laboratory for observation, experimentation, and the advancement of new ideas and practices. Social scientists strive to understand the human capacity for adapting to changing environments and circumstances. Some disciplines examine systems of exchange, communication, and organization. Others study the ways in which humans identify and assert themselves as individuals and as groups, and they learn from the experiences and interaction among people in different times, circumstances, and places.

The College of Humanities and Social Sciences is committed to the liberal arts tradition of advancing human knowledge through serious scholarship, superior instruction, and the freedom of academic inquiry. The faculty employs the latest teaching and learning technology while emphasizing accessibility and the benefits of student-teacher interaction. Humanities and Social Sciences majors are broadly educated to think critically and independently, to articulate ideas and appreciate diverse perspectives, and to exercise reason and make informed judgments. These tools prepare graduates for life in a complex world, help them enter a wide variety of professions, and lay the foundations for lifelong learning.

## SCHOOL OF COMMUNICATION

**Director:** Thomas G. Endres, Ph.D.

### COMMUNICATION STUDIES

**Location:** Candelaria 1265    **Telephone:** 970.351.2045

**Faculty:** Linda S. Allen, Ph.D.; Thomas G. Endres, Ph.D.; James A. Keaten, Ph.D.; Sherilyn R. Marrow, Ph.D.; Heidi Muller, Ph.D.; David L. Palmer, Ph.D.; Cheryl Pawlowski, Ph.D.; Charles E. Soukup, Ph.D.

The focus of the communication discipline is on the process of human message exchange. Classes in communication studies (COMM) emphasize the examination of theories and research relevant to the field of communication and personal improvement in communication ability.

A Bachelor of Arts in Communication Studies prepares students with the knowledge and skills to be effective communicators in personal and professional settings. Coursework focuses on theoretical, analytic, and practical aspects of human interaction

To become a major in Communication Studies, the student must complete a "Change of Major/Minor" form, available from the school office. Students may do this any time during the freshman, sophomore, or junior year.

Students may elect to emphasize the study of communication studies in interpersonal, small group, educational, organizational and intercultural contexts. Practical skills may be obtained in professional presentation, persuasion,

leadership, and communication in the classroom. Students completing this program may elect to apply for graduate study in the field of communication, to apply to law or other professional schools, or to begin a career in business or education.

A major in communication studies is well-suited for students desiring a career in education. This degree will prepare future educators for effective communication with students, parents, and other school professionals. Students preparing for careers in Secondary Education must select the Emphasis in Secondary Education. All requirements for the Professional Teacher Education Program, as described in the UNC Catalog, must be met.

### Communication Studies B.A.

#### Human Communication Emphasis

A major in the discipline of communication studies allows the student to examine closely the many ways in which message exchange is the foundation of human societies and cultures. At UNC, communication coursework focuses on theoretical, analytic and practical aspects of human interaction. Students may elect to emphasize the study of communication in interpersonal, small group, organizational and intercultural contexts. Practical skills may be obtained in professional presentation, persuasion, leadership, and communication consulting.

Students completing this program may elect to apply for graduate study in the field of communication, to apply to law or other professional schools, or to begin a career with businesses who are interested in hiring people whose expertise involves human communication.

#### Secondary Teaching Emphasis

A major in the discipline of communication studies with an emphasis in secondary education allows the student to examine the many ways in which message exchange is the foundation of human societies and cultures. At UNC, communication studies coursework focuses on theoretical, analytic and practical aspects of human interaction. For majors emphasizing secondary education, required courses include the study of oral interpretation, argumentation and debate, teaching methods, and communication theory. Students may elect to add courses in small group, organizations, and intercultural communication as well as the study of communication and conflict, leadership, or persuasion. Practical skills may be obtained in professional presentation, persuasion, leadership, and interpersonal communication.

The principle purpose of this program is to prepare persons as teachers of communication studies in secondary schools. Graduates also may elect to apply for graduate study in the field of communication or other professional schools.

*For degree and program requirements, see:*

**Communication Studies B.A. on page 97**

**Human Communication Emphasis**

**Secondary Teaching Emphasis**

**Communication Studies Minor on page 143**

**Communication Studies B.A. — PTEP on page 135**

**Law Program (Pre-Law) on page 154**

#### Communication M.A.

This program focuses on the study of human symbolic interaction. Students will emphasize coursework relevant to rhetorical and communication theory, interpersonal and group communication, and communication research methods.

Graduates of this program will advance their current professional careers, prepare themselves for careers in business and industry requiring expertise in human communication or prepare themselves to apply for a Ph.D.

program in communication. The thesis option is recommended for students considering additional graduate study.

*For degree and program requirements, see:*

**Communication M.A. on page 178**

## JOURNALISM

**Location:** Candelaria 1265    **Telephone:** 970.351.2726

**Faculty:** Dale Edwards, Ph.D.; Charles H. Ingold, Ph.D.; Lynn Klyde-Silverstein, Ph.D.; Wayne W. Melanson, Ph.D.; Lee Anne Peck, Ph.D.

Career preparation and understanding of the mass communications media are two significant benefits of majoring in this discipline. Undergraduates are able to choose from among three emphases: news-editorial, telecommunications, and public relations and advertising media. Professionally-experienced, academically-qualified faculty members in each emphasis provide opportunities for instruction and skills enhancement. Modern facilities include a color TV studio and a computerized news writing lab.

### Journalism B.A.

To become a Journalism major, you first become a pre-Journalism major. This is done by filling out a "Change of Major/Minor" form, available from the School of Communication. The pre-major should be declared in the freshman or sophomore year.

Application for admission to full JMC-major status should take place during the sophomore year. It is important to note that the JMC major is a two-year program beyond the time at which a pre-major is admitted with full Journalism major status. Whether admitted as a sophomore, junior or senior, the newly admitted Journalism major will often need two full academic years to complete the major course requirements. In particular, seniors and transfer students who are considering applying to become Journalism majors are advised that it is not usually possible to complete the process of application to the major and all the required coursework in fewer than four regular semesters.

To apply to become a Journalism major, students must meet all of the following requirements:

- Completed 30 hours of undergraduate semester credit;
- Received a "C" or better in ENG 122;
- Received a "C" or better in JMC 100.

Complete and submit an "Application for Admission to Journalism Major" form, available from the School of Communication three weeks before each deadline.

Your application must reach the school office by the deadlines indicated below:

- Fall semester admission: February 15
- Spring semester admission: October 15
- No admission decisions are made during the summer.

Submit official transcripts from all colleges and universities attended other than UNC, if any, with the form noted above. The application process will include submitting an essay written in accordance with specifications and procedures articulated each semester by the JMC faculty and communicated to applicants when the application form is obtained by the applicant. Essays will be judged on the quality of content and mechanics. Students who fail the essay will not be admitted.

Mail or deliver the materials noted above to the School of Communication, Box 114 University of Northern Colorado, Greeley, CO 80639.

Should the number of qualified applicants exceed space available in required courses, the school will admit only those students ranking highest in cumulative grade point averages.

### News-Editorial Emphasis

The news-editorial emphasis is designed to provide a professional learning experience in reporting, writing and editing. Under the guidance of experienced news people, students perform news-oriented tasks of progressively greater complexity and scope. Students receive individualized assessments of their work on a regular basis.

Graduates of the news-editorial emphasis are qualified for employment in a wide variety of news organizations. These include, but are not limited to, weekly and daily newspapers, radio, TV and cable outlets and magazines. For some students, the news-editorial emphasis is a preparation for careers in related professions, such as law and government.

### Public Relations and Advertising Media Emphasis

Students in this emphasis learn the theory, writing skills and professional competencies they need to practice effective public relations and to effectively use media for advertising and promotion.

Students successful in the emphasis learn techniques and tools for entry-level employment in public relations, community relations, media relations, advertising or promotion. Students also become familiar with the history, ethical issues and professional problems in these areas and are thereby prepared to assume professional careers and/or undertake graduate study in these areas.

### Telecommunications Emphasis

Students learn writing, production and critical evaluation of radio and television content. The education and skills development are applicable to the full range of audio and video enterprises, including cablevision, educational media, corporate television and broadcast journalism.

This emphasis also familiarizes the student with the history, economics, effects and ethical issues behind radio and television, and thereby prepares students as professionals and potential graduate students in the field.

*For degree and program requirements, see:*

**Media Studies Minor on page 148**

**Journalism B.A. on page 112**

## SCHOOL OF ENGLISH LANGUAGE & LITERATURE

**Director:** Joonok Huh, Ph.D.

**Location:** Ross 1284    **Telephone:** 970.351.2971

**Faculty:** Joseph Chaves, Ph.D.; Joel F. Daehnke, Ph.D.; Barbara Dickinson, Ph.D.; Marcus E. Embry, Ph.D.; Lahcen E. Ezzaher, Ph.D.; Emily B. Golson, Ph.D.; Joonok Huh, Ph.D.; Jeraldine Kraver, Ph.D.; John E. Loftis, III, Ph.D.; Sharon McMorrow, M.A.; April Dawn Miller, Ph.D.; Norman L. Percy, Ph.D.; Sharron R. Riesberg, M.A.; Julie Robinson, Ph.D.; Tomas N. Santos, Ph.D.; Tracey A. Sedinger, Ph.D.; Leo Ben Varner, Ph.D.; Sharon R. Wilson, Ph.D.; Lloyd D. Worley, Ph.D.; Lisa Horton Zimmerman, M.F.A.

The discipline of English deals with literature and language and other related subjects such as creative writing, film, folklore, myth, and cultural studies. Creative artists refuse to be limited in their subjects or approaches.

Literature, as one writer has said, is "an eloquent artistic document, infinitely varied, of mankind's journey; the autobiography of the race's soul." The questions we ask in studying literature are as "infinitely varied" as those asked by poets, playwrights and novelists: What does it mean to be human? How is the individual related to society? By what values should one lead his or her life?

The study of literature and language requires rigorous discipline and sensitivity, a strict adherence to the highest standards of logic, evidence and argumentation, as well as creative response to language and form. One learns to think,



research and write critically, while simultaneously developing sensitivity to language and to the complexities of people and situations.

### English B.A.

#### Liberal Arts Emphasis

The English major is excellent preparation for any profession or occupation that stresses language usage, such as writing and teaching-related fields. Graduates of this program will be prepared to enter a variety of professional and graduate level programs, including law, theology, medicine (with appropriate science and mathematics preparation), library science, communications, media and business.

#### Secondary Teaching Emphasis

The English Education Major prepares English students to serve as high school students after they graduate. In addition to content areas of English literature, language, and writing, the major offers a UNC/partner school program and student-teaching experience.

For degree and program requirements, see:

**Cultural Studies Minor on page 144**

**English Minor on page 145**

**Film Studies Minor on page 145**

**Writing Minor on page 153**

**English B.A. on page 101**

**Liberal Arts Emphasis**

**Secondary Teaching Emphasis**

**English B.A. — PTEP on page 135**

### English M.A.

The master's degree program provides focused, in-depth study of literature, practical experiences in literary criticism and research and opportunities for advanced levels of writing. Judicious selection of courses under the guidance of the student's advisor may provide additional focus to the program through special course clusters in areas such as pedagogy, literary theory, rhetoric/composition, or specific periods of interests.

Graduates of the program will be prepared to enter a wide range of fields and/or to pursue additional advanced levels of study such as the Ph.D. in English. The program enables teachers currently in the field to develop special areas of interest, to pursue these in depth, and to enhance their skills in teaching, research, and writing. In addition, graduates can pursue professional study in law, theology, medicine (with appropriate science and mathematics preparation), library science, communications, media, and business. The M.A. in English is excellent preparation for any profession or occupation that stresses language usage, such as writing.

For degree and program requirements, see:

**English M.A. on page 182**

## SCHOOL OF HISTORY, PHILOSOPHY & POLITICAL SCIENCE

Director: **Barry Rothaus, Ph.D.**

### HISTORY

**Location:** Ross Hall 3270      **Telephone:** 970.351.2905

**Faculty:** Mary Green Borg, M.A.; Joan L. Clinefelter, Ph.D.; Marshall S. Clough, Ph.D.; Matthew T. Downey, Ph.D.; Fritz Fischer, Ph.D.; Aaron Haberman, Ph.D.; Erin L. Jordan, Ph.D.; Barry Rothaus, Ph.D.; Steven Seegel, Ph.D.; Nicholas Syrett, Ph.D.; Nicolas Tackett, Ph.D.; Robert G. Weis, Ph.D.; Michael Welsh, Ph.D.

The discipline of history concerns itself with the record of the human past, thereby forming an indispensable background for all other areas of knowledge, whether in the humanities, social sciences or sciences.

It is the role of the History program at UNC to offer a series of courses that address the significant events in the human past for the purpose of liberally educating students from all areas of the University. The program has a second, but no less important, role in training teachers at both the graduate and undergraduate levels.

#### Scholarships

Master's degree candidates are encouraged to apply for the Oliver M. Dickerson stipend presently established at \$1,000-\$4,000 per academic year. Application should be made to the Coordinator of Graduate Studies, School of History, Philosophy & Political Science, UNC, Greeley, CO 80639.

For additional resources: See: "**Financial Aid**" on page 54.

#### Center of Excellence.

The University has designated the Department of History as a Center of Excellence. In 2002, the department was given a University award for "Departmental Excellence in Teaching."

### History B.A.

#### Liberal Arts Emphasis

Historical study is concerned with the record of the human past and forms the indispensable background for all other areas of knowledge in the humanities, the social sciences and the sciences. A well-rounded curriculum of American and world history courses is provided in which students are encouraged to be critical and analytical in thought as well as to be incisive and cogent in their writing. The capstone of a student's study is a seminar during the senior year, which includes an extensive research paper as the central component.

Graduates with a bachelor's degree in history generally enter teaching or affiliated academic professions. They also go into law, government service or medicine, or occupy various positions in the business world; additionally, they are qualified to do graduate study in history.

#### Secondary Teaching Emphasis

This program fulfills an important role in training teachers at the undergraduate and graduate levels. In addition to its emphasis in content areas of history and social science, it participates in the UNC/partner school program and the student-teaching experience/placement for its students. Experienced history faculty are regularly assigned the responsibility of observing our student teachers in the field. The end result of a student's study is a senior seminar completed under the direction of a faculty advisor during the senior year in residence.

A graduate with a bachelor's degree in history and who receives endorsement in the social studies licensure area is qualified to teach in the secondary schools and to pursue

graduate study in history. Additionally, with a major in history a student may seek licensure for middle school teaching.

*For degree and program requirements, see:*

[History Minor on page 146](#)

[History Concentration on page 109](#)

[History B.A. on page 104](#)

[Liberal Arts Emphasis](#)

[Secondary Teaching Emphasis](#)

[History B.A. — PTEP on page 136](#)

### **History M.A.**

The master's degree in history has been designed with several options in mind. It may be taken as a foundation for further advanced graduate work; as part of an individualized program that prepares students for a secondary teaching career; or as a terminal degree. Whichever option a student selects, faculty will stress the development of research techniques, analysis of historical data and expository writing skills.

Students receiving a master's degree in history will be competent in research methodology, writing skills and content in selected areas of history. Opportunities include advanced work in history, teaching at the secondary level (with licensure) or in junior and community colleges. Additionally, graduates may apply for professional schools, e.g., in law, library science, theology, museum curatorship and archival work.

*For degree and program requirements, see:*

[History M.A. on page 185](#)

## **PHILOSOPHY**

**Location:** McKee 318      **Telephone:** 970.351.2572

**Faculty:** Paul F. Hodapp, Ph.D.; Nancy Matchett, Ph.D.; Jack Temkin, Ph.D.; Thomas K. Trelogan, B.A.

Philosophy is the ongoing attempt to remain true to the spirit of the Socratic dictum: "The unexamined life is not worth living." As such, it entails serious reflection on all of our fundamental convictions and beliefs, with an eye in particular to the clarification of the concepts that these involve and the discovery of reasons for regarding these convictions and beliefs as either true or false.

The Philosophy program places special emphasis on helping its students to become capable of such serious reflection and it does so not only in the courses it offers primarily for its majors and minors, but in those it offers primarily as service courses for students of other disciplines as well.

### **Philosophy B.A.**

The major in philosophy is designed to provide both a solid undergraduate education in philosophy and a foundation for the further study of philosophy at the graduate level. It is an excellent major not only for students interested in philosophy itself but also for pre-professional students—especially, perhaps, for those who intend to study the law. Students may want to consider a double major because of the ways the study of philosophy can enhance one's ability to investigate fundamental issues in other fields.

#### **Ethics and Public Policy Emphasis**

In a society that offers most of its students only technical training, those who wish to distinguish themselves in their chosen fields must pay special attention to questions of ethics and public policy. Many programs claim to teach students how to get where they are going. Applied philosophy teaches them to evaluate their goals—both those they set for themselves and those they set for their society. Applied philosophy is thus relevant to students' vocations in the traditional sense of the word: instead of being just the first in a series of trainings and retrainings designed to keep

them abreast of recent developments in the changing job market, it provides students with a firm foundation for further learning, whatever their callings might be.

*For degree and program requirements, see:*

[Legal Studies Minor on page 147](#)

[Philosophy B.A. on page 119](#)

[Ethics and Public Policy Emphasis](#)

[Philosophy Minor on page 149](#)

[Law Program \(Pre-Law\) on page 154](#)

## **POLITICAL SCIENCE**

**Location:** McKee 318      **Telephone:** 970.351.2058

**Faculty:** Brook Blair, Ph.D.; Kelechi A. Kalu, Ph.D.; Jiyoung Kim, Ph.D.; Stan Luger, Ph.D.; Steve J. Mazurana, M.A.; Christiane Olivo, Ph.D.

Political Science is the study of how societies are organized and how they change. Political Scientists are, therefore, concerned with how public policy is made and the normative values that undergird political thinking. The program emphasizes the development of undergraduate writing skills; it also offers qualified students opportunity to complete an internship in organizations such as Weld County government, the United States Congress and the Colorado Governor's Office.

The program values serious discussion of political issues among faculty and students and conducts many classes as discussions rather than as lectures. Instruction and research opportunities are offered in the art and science of politics and policymaking. Undergraduate research and instruction is conducted within four basic fields in political science:

- American government, politics and policy
- International relations, organizations and law
- Comparative politics and policy
- Political philosophy.

### **Political Science B.A.**

This program emphasizes the development of writing and research skills, and analytical skills necessary to think critically and reflect upon political values. The program participates in the Liberal Arts core program, the Center for Teaching History and Social Science, Life of the Mind, the Honors Program, Women's Studies, Environmental Studies, and International Trade and Relations.

*For degree and program requirements, see:*

[Civics \(Political Science\) Concentration on page 108](#)

[Political Science B.A. on page 121](#)

[Political Science Minor on page 150](#)

## **SCHOOL OF MODERN LANGUAGES & CULTURAL STUDIES**

**Director:** Elizabeth Anne Franklin, Ph.D.

## **AFRICANA STUDIES**

**Location:** Candelaria 0140      **Telephone:** 970.351.2685

**Faculty:** Hermon George, Jr., Ph.D.; George H. Junne, Jr., Ph.D.; Anthonia C. Kalu, Ph.D.

The Africana Studies program offers an interdisciplinary curriculum that promotes the critical study of and the dissemination of knowledge about the history, culture, philosophy, economy and political experience of people of African descent around the world. The curriculum is based on the assumption that there exists a substantive, intrinsically

valuable body of knowledge that expresses the Black/African experience which has shaped and continues to influence human growth and development.

As an academic discipline, the Africana Studies curriculum is divided into two foci: social and behavioral studies and cultural studies. Coursework in the social and behavioral studies focus includes such topics as history of African-descended people, nationalism, gender, cultural heritage, effects of racism and the social scientific study of Black/African-related communities. The cultural studies focus emphasizes literature by authors of African descent, music, religion, gender, identity and the family.

### **Africana Studies B.A.**

Graduates will have a liberal arts education and skills necessary for working in multicultural environments; qualify for graduate work in Africana Studies or Pan African Studies; and will understand the struggles and accomplishments of people of African descent. As a job-related field, Africana Studies fosters the intellectual and professional expertise valuable for positions in teaching (elementary, secondary and post-secondary levels), business, criminal justice, counseling, psychology, and health-related fields. Additional applications include community resource development, urban planning, public and social policy analysis, law, social services, political leadership (local, state and federal) and international relations.

#### **Secondary Teaching Emphasis: Social Science Endorsement**

This program fulfills an important role in training teachers at the undergraduate level to be social studies teachers. With increasing student diversity in our schools, both in Colorado and the nation, districts are desperate to hire teachers who are well grounded in curriculum and approaches that meet the needs of culturally diverse learners and their families. The secondary education emphasis in Africana Studies effectively prepares preservice teachers to teach social studies to culturally diverse students at the middle and secondary levels. Students approach learning and curriculum from an interdisciplinary focus, one which includes contributions and perspectives of people of African American origin. In addition to taking coursework in Africana Studies, History, Economics, Geography and Political Science, students will **participate in the UNC partner school program through student teaching and field experience.**

*For degree or program requirements, see:*

**Africana Studies B.A. on page 85**

**Secondary Teaching Emphasis: Social Science Endorsement on page 85**

**Africana Studies Minor on page 140**

**Issues in Racial Equality Minor on page 147**

## **HISPANIC STUDIES**

**Location:** Candelaria 0295 **Telephone:** 970.351.2811

**Faculty:** Genevieve Canales, Ph.D.; Priscilla L. Falcon, Ph.D.; Elizabeth Anne Franklin, Ph.D.; Efrain Garza, Ph.D.; Ester M. Gimbernat de Gonzalez, Ph.D.; Carolina Gutierrez-Rivas, Ph.D.; Joy Landeira, Ph.D.; Maria E. Lopez, Ph.D.; Deborah Romero, Ph.D.; Jose I. Suarez, Ph.D.

The Hispanic Studies program offers courses in Spanish language and Peninsular, Latin American and US Hispanic literature, civilization and culture, Mexican-American studies, Bilingual/Bicultural education, and Teaching English as a Second Language. All areas of Hispanic language, literature and culture are taught in the same school in order to offer students degree programs that integrate related areas of study and to maximize faculty expertise.

School resources include a student conversation and study lounge. Faculty are readily available for advising and consultation. Study-abroad programs have been established and majors and minors are encouraged to participate.

Freshman and sophomore students may take part in this program and may take some courses for Liberal Arts core credit.

Current research interests of the faculty include:

- Mexican American art
- Hispanic music and culture
- Latin American short story
- Foreign language teaching methodology
- 20th century Spanish theatre
- Colorado Chicano history
- Southwest linguistics
- Bilingual educational materials
- Contemporary women Hispanic authors.

### **Mexican American Studies B.A.**

#### **Liberal Arts Emphasis**

The fundamental objective of the bachelor's in Mexican American Studies is to provide the student with knowledge and understanding of the historical development and cultural experience of the largest Latino community in the United States: Mexican Americans. Emphasis is placed on its contemporary reality by various theoretical perspectives and areas of academic inquiry through the arts and sciences: history, literature, sociology, political science, gender studies and psychology.

This integrative approach seeks to help the student develop critical thinking and writing skills in order to establish a solid foundation in the liberal arts. It provides the essential tools for making informed judgments about the complex nature of our diverse society. The program culminates with the capstone course, an extensive research project, which fuses theoretical concepts with practical knowledge. The Mexican American Studies major prepares the student to pursue careers in the fields of law, business, public service, and education.

#### **Secondary Teaching Emphasis: Social Sciences Endorsement**

Social Sciences Endorsement This program fulfills an important role in training teachers at the undergraduate level to be social studies teachers. With increasing student diversity in our schools, both in Colorado and the nation, districts are desperate to hire teachers who are well grounded in curriculum and approaches that meet the needs of culturally diverse learners and their families. The secondary education emphasis in Mexican American Studies effectively prepares preservice teachers to teach social studies to culturally diverse students at the middle and secondary levels. Students approach learning and curriculum from an interdisciplinary focus, one which includes contributions and perspectives of people of Mexican American origin. In addition to taking coursework in Mexican American Studies, History, Economics, Geography and Political Science, students will participate in the UNC partner school program through student teaching and field experience.

*For degree and program requirements, see:*

**ESL Concentration on page 109**

**Issues in Racial Equality Minor on page 147**

**Mexican American Studies B.A. on page 114**

**Liberal Arts Emphasis**

**Secondary Teaching Emphasis: Social Science Endorsement**

**Mexican American Studies Minor on page 148**

**Spanish Minor on page 151**



## Spanish B.A.

### Liberal Arts Emphasis

Students develop a functional proficiency in the four language skills (listening, speaking, reading and writing) and an appreciation and understanding of the civilization and culture of the Hispanic world.

Students become functionally proficient in the Spanish language with a broad understanding and knowledge of the civilization and culture of the Spanish-speaking world.

### Secondary Teaching Emphasis

Students develop a functional proficiency in the four language skills (listening, speaking, reading and writing) with an appreciation and understanding of the civilization and culture of the Hispanic world. Students become competent secondary school teachers of Spanish.

*For degree and program requirements, see:*

[Spanish B.A. on page 126](#)

[Liberal Arts Emphasis](#)

[Secondary Teaching Emphasis](#)

[Spanish Concentration on page 111](#)

[Spanish B.A. — PTEP on page 136](#)

## Foreign Languages M.A.

The master's program is designed for the secondary school teacher of Spanish and concentrates on the development of a high level of functional proficiency in the four language skills—listening, reading speaking, writing - and in four general content areas - civilization, language, literature, pedagogy. The most recent teaching methodologies are studied and researched.

### Spanish Teaching Emphasis

Students may complete the M.A. degree:

- in summers only on the Greeley campus or
- by combining summer studies with regular academic year program offerings
- by combining one summer of study at the University of Salamanca, Spain with the above programs.

*For degree and program requirements, see:*

[Foreign Languages M.A. on page 182](#)

[Spanish Teaching Emphasis](#)

## MODERN LANGUAGES

**Location:** Candelaria 0190    **Telephone:** 970.351.2221

**Faculty:** Peter Kastner, Ph.D.; Ann Keller-Lally, Ph.D.; Michelle Low, Ph.D.; Christine Moritz, Ph.D.; Lorie Sauble-Otto, Ph.D.; Melitta Wagner-Heaston, Ph.D.

The Modern Languages program offers undergraduate degrees with emphasis in secondary language teaching as an option. Students may also complete minors in German, French, or Asian Studies. The Modern Languages undergraduate programs offer students the opportunity to acquire the four language skills: speaking, listening, reading and writing, and to study the culture and literature of the country or countries where the languages are spoken.

Since a high level of proficiency is necessary for most careers in the field of modern languages, our classes are taught primarily in the target language and are performance-oriented. Conversational abilities are stressed at all levels. A number of advanced level skill-building courses are offered to promote the greatest fluency.

In addition to courses required for the majors and minors, Modern Languages offers a variety of courses that satisfy the requirements of UNC's Liberal Arts Core. Beginning and

intermediate courses are available in Chinese, Japanese, French, and German, as well as a selection of culture courses taught in English.

Extracurricular programs and activities are offered as an extension of our conventional classroom program. Conversation hours are regularly held at various locations on or near campus, giving students the opportunity to practice their foreign language. There are also several very active student clubs open to all interested parties.

To enhance acquisition of cultural and linguistic skills and to better prepare our students for their lives as global citizens, Modern Languages offers a diverse range of exchange programs in China, Taiwan, Canada, Germany, and France that provide any UNC student, including majors and minors the opportunity to develop their linguistic and cultural expertise in the country of their choice. Summer study abroad opportunities are also offered in French, German, and Chinese.

## Foreign Languages B.A.

By applying critical thinking skills at all levels of language learning, foreign language students develop familiarity with contemporary global issues, knowledge of civilization and culture, and a competence for reading and interpreting in their chosen language of study. The study of foreign languages helps students develop functional proficiency in the language, cultural competence, and an understanding of content in other disciplines through the language. Further, this study provides insight into students' own language and culture, and facilitates the use of linguistic and cultural knowledge beyond the classroom. Foreign language majors may further their studies by pursuing a graduate program in their discipline. They may also choose to combine their language studies with a study of education, business, political science, international studies, history, and fine arts, to mention a few. Graduates work in careers in international relations, law, education, public policy, social services, health professions, business, publishing, and the arts. Faculty encourage and assist students in arranging foreign study opportunities. Participation in study abroad programs reinforces and strengthens language acquisition, and heightens cultural awareness and appreciation. The program's extracurricular activities encourage cultural consciousness and communication skills while developing leadership, organizational, and promotional abilities. Participation is optional. Activities include regularly scheduled conversation hours, language immersion weekends, Foreign Language Day, and Foreign Language Clubs.

### French Liberal Arts Emphasis

The French Liberal Arts Major stresses communicative language learning that recognizes language acquisition as a dynamic process of discovery in which students develop the ability to use the French language for specific communication purposes. This skill-using approach is obtained through content-based instruction at all levels and is complemented by authentic audio visual and textual materials. Optional participation in extracurricular programs and activities which include immersion weekends and conversation circles (Bavardage) further enhance functional proficiency.

### German Liberal Arts Emphasis

The German Liberal Arts Major stresses communicative language learning that recognizes language acquisition as a dynamic process of discovery in which students develop the ability to use the German language for specific communication purposes. This skill-using approach is obtained through content based instruction at all levels and is complemented by authentic audio-visual and textual materials. Optional participation in extracurricular programs and activities which include immersion weekends and conversation circles (Stammtisch) further enhance functional proficiency.

**French Secondary Teaching Emphasis**

or

**German Secondary Teaching Emphasis**

Completion of the French or German teaching major prepares the student for State of Colorado Licensure to teach in the elementary and secondary schools.

For degree and program requirements, see:

- Foreign Languages B.A. on page 102
- French Liberal Arts Emphasis
- German Liberal Arts Emphasis
- French Secondary Teaching Emphasis
- German Secondary Teaching Emphasis
- Foreign Language B.A. — PTEP on page 135
- French Minor on page 146
- French Concentration on page 109
- German Minor on page 146
- German Concentration on page 109

**SCHOOL OF SOCIAL SCIENCES**

Director: Robert Brunswig, Ph.D.

**ANTHROPOLOGY**

**Location:** Candelaria 2200    **Telephone:** 970.351.2021

**Faculty:** Robert Brunswig, Ph.D.; Barbara L. Hawthorne, Ph.D.; Sally McBeth, Ph.D.; Fredric Sellet, Ph.D.; Joan C. Trautman, M.A.; James A. Wanner, Ph.D.

Anthropology is the study of humans at all times and in all places. It focuses on our evolutionary history through the study of our biological past and the archaeological record. Equally, anthropology focuses on human culture in all its variety. It offers a holistic perspective on the human condition that is valuable in many professions.

The discipline of anthropology is subdivided into cultural/social anthropology, archaeology, physical anthropology and anthropological linguistics. Cultural/social anthropology, archaeology and physical anthropology are stressed at UNC.

Laboratories in physical anthropology, archaeology, ethnology and media are utilized in the instructional program. Ethnology and archaeology courses include all areas of the world, but focus on peoples of the New World. Social processes such as culture change, acquiring culture, ethnicity, urban anthropology, the biological basis for culture and society and current problems are stressed.

Students in Anthropology will gain the following skills in the specific subfields:

- Cultural Anthropology — Cultural awareness, participant observation, interviewing, listening, and ethnographic description, interpretation, and comparison in the development of ethnographic assessments.
- Physical Anthropology — Techniques of paleoanthropology, microevolutionary analysis, forensic anthropology, and statistical methods in applied settings.
- Archaeology — Field and laboratory techniques, interpreting site and survey data, report writing, interdisciplinary approaches, integration of subfields in cultural resource management and heritage preservation.
- Multicultural Studies — Multicultural awareness, critical thinking, empathy for others, ability to conceive and apply alternative interpretations to the contemporary problems of culturally diverse societies.

**Anthropology B.A.**

Anthropology is devoted to understanding what it means to be human. This knowledge is valuable, not only for itself, but also for how it can be applied to a variety of professional settings. This major focuses on the power of the integrated, multidisciplinary, nature of anthropological theory and methods to analyze and interpret human cultural and biological variation in an historic, prehistoric and global context.

Anthropology courses provide a blend of content and inquiry based instruction. The Anthropology program emphasizes both theory and method. Students learn a variety of qualitative and quantitative techniques for analyzing anthropological problems.

Anthropology majors often pursue graduate study and academic careers. They also follow careers in both the public and private sectors. Anthropology majors work in every area of society, including government planning agencies, public health, education, journalism, social services, rural development, urban planning, migration and immigrant adjustment, public archaeology, public policy evaluation, major corporations, international development agencies, public and private research institutions and a variety of advocacy and public interest groups.

Because of its interdisciplinary focus, an anthropology major is particularly suited to the needs of students seeking elementary and middle school teacher licensure.

For degree and program requirements, see:

- Anthropology B.A. on page 86
- Anthropology Minor on page 140
- Anthropology: Multicultural Anthropology on page 140

**ECONOMICS**

**Location:** Candelaria 1281    **Telephone:** 970.351.2739

**Faculty:** David R. Aske, Ph.D.; Laura S. Connolly, Ph.D.; Rhonda R. Corman, M.A.; Patricia E. Graham, Ph.D.; Kelfala M. Kallon, Ph.D.; Marie L. Livingston, Ph.D.; Christine E. Marston, Ph.D.; Bruce A. McDaniel, Ph.D.

The economics discipline provides a logical, orderly way of describing, analyzing and finding solutions to the numerous diverse economic problems and issues that people and societies face.

The goal of the Economics program is to graduate students who are highly qualified to pursue careers in industry and government service or who are capable of pursuing graduate study in economics or business. Economists work with government and industry information, quantitative data, theories, models, graphics and computers.

Topics in economics have a broad range, including how individuals and businesses make intelligent economic decisions to how governments deal with vital current problems like unemployment, inflation, international trade and economic growth.

As a discipline, economics is attractive to students and commands prestige because it is challenging, has a wide focus and is not static; the discipline employs theory, mathematics, models and the scientific method.

Economics takes part, with other College of Humanities and Social Sciences disciplines and programs, in offering a quality liberal arts education, but Economics also has close ties with the Monfort College of Business and several interdisciplinary programs, including the International Studies program and Life of the Mind.

The Economics program concentrates on teaching core courses commonly taught at major universities and requires students to complete supporting courses in mathematics and statistics.

Economics major and minor students usually take other social science courses such as political science and sociology, and supporting and elective courses in business and mathematics.

Economics participates in the Honors program and arranges limited internships.

### **Economics B.A.**

Economics majors and minors learn the traditional tools and concepts of economics, theories and quantitative procedures applicable to economics and related disciplines and techniques and methodologies employed by economic practitioners.

All students must achieve an overall cumulative GPA of 2.25 in order to be admitted to the economics major. First-semester freshmen and transfer students will be admitted on a probational basis and must achieve an overall cumulative GPA of 2.25 after their first semester at UNC in order to continue in the major.

Students must have senior status and a cumulative GPA of 2.5 in all courses required for the major, or consent of the instructor, before they will be allowed to register for the economics capstone courses, ECON 452 and ECON 475.

Economics majors must earn a grade of "C" or better (C- is not acceptable) in all courses which count toward the major.

*For degree and program requirements, see:*

[Economics Minor on page 144](#)

[Economics B.A. on page 100](#)

## **GEOGRAPHY**

**Location:** Candelaria 2200    **Telephone:** 970.351.2715

**Faculty:** Karen S. Barton, Ph.D.; Charles O. Collins, Ph.D.; David M. Diggs, Ph.D.; James P. Doerner, Ph.D.; James M. Dunn, Ph.D.; Katherine M. Johnson, Ph.D.; Philip A. Klein, Ph.D.; Charles "Gil" Schmidt, Ph.D.

Geography is the study of the social, environmental and locational processes that create diversity from place to place on the earth's surface.

Through the formal study of geography, students develop a perspective that helps to explain the reasons for and the significance of local, regional and world patterns and analyzes the role of locational factors in human affairs.

All emphasis areas provide the opportunity for directed independent study and actual experience as interns.

Geography facilities include a geographic information science laboratory. A large, well-organized map collection is available in Michener Library.

### **Geography B.A.**

#### **Geographic Information Science Emphasis**

One of the fastest growing areas in geography is the use of geographic information sciences (GIS) to generate maps and store map-related information. GIS is a system of computer hardware and software that stores, displays, analyzes, and maps geographic information. Geographers, planners, land developers, real estate agents, market analysts, utility companies, and municipal officials all use these systems. For example, using GIS, students can analyze population distribution, traffic movement, land availability, real estate prices, environmental hazards, soil types, and flood zones to help local government make informed land use decisions.

#### **Liberal Arts Emphasis**

Those electing a liberal arts major in geography are generally preparing for graduate school or careers in cartography, recreation/travel planning, military or political intelligence or resource management. Examples of specific employment opportunities include map design and construction, international business representative, tour planning/

operation and area specialist. Additional positions include travel agent, real estate agent, park ranger and peace corps volunteer.

### **Secondary Teaching Emphasis**

The Geography program participates in the preparation of teachers by offering a bachelor's degree in geography that meets all requirements for licensure for teaching social studies at the secondary level (grades 7-12). Upon successful completion of this program and the requirements of the Professional Teacher Education program, students will qualify to be licensed to teach social studies. Students choosing this major will be observed by experienced geography faculty when student teaching. A graduate with this degree will also be qualified to pursue graduate study in geography.

*For degree and program requirements, see:*

[Geography Minor on page 146](#)

[Geography Concentration on page 109](#)

[Geography B.A. on page 103](#)

[Geographic Information Science Emphasis](#)

[Liberal Arts Emphasis](#)

[Secondary Teaching Emphasis](#)

[Geography B.A. — PTEP on page 136](#)

## **SOCIAL SCIENCE**

**Location:** McKee Hall 318    **Telephone:** 970.351.2929

**Faculty:** David R. Aske, Ph.D.; Matthew T. Downey, Ph.D.; Christine E. Marston, Ph.D.

### **Social Science B.A.**

This multidisciplinary Bachelor of Arts program provides a general, theoretical and applied background in the social sciences Selected areas of the humanities. In particular the curriculum gives students a basis for thinking analytically about human behavior and the social environment with a broad introduction to the social sciences.

Students may elect to emphasize in one of two emphasis areas: Liberal Arts or Social Studies Middle Grades and Secondary Teaching.

#### **Liberal Arts Emphasis**

This emphasis prepares students for careers in human services, research, program planning, graduate school and law school. Examples of human services careers include positions such as agency management, probation counseling, environmental and social impact analysis, city planning and local, state and federal government positions.

#### **Social Studies and Secondary Grades Teaching Emphasis**

This emphasis provides students with the academic subject content background necessary for teaching social studies at the secondary (grades 7-12) level in Colorado. Upon successful completion of this program and the requirements of the Professional Teacher Education Program, students will qualify to be licensed to teach social studies at the secondary level.

*For degree and program requirements, see:*

[Social Science B.A. on page 124](#)

[Liberal Arts Emphasis](#)

[Social Studies and Secondary Grades Teaching Emphasis](#)

[Social Science B.A. — PTEP on page 136](#)



## SOCIOLOGY

**Location:** Candelaria 2285    **Telephone:** 970.351.2315

**Faculty:** Hedy Red Dexter, Ph.D.; Angela Henderson, Ph.D.; Pamela Hewitt, Ph.D.; Jeffrey A. Houser, Ph.D.; Karen M. Jennison, Ph.D.; James P. Marshall, Ph.D.; Melanie Moore, Ph.D.; David W. Musick, Ph.D.; Mark D. Riddle, Ph.D.; Diane L. Schott, M.A.

Sociology is the scientific investigation of human society and the social interactions that emerge among people. The main focus of sociology is the group rather than the individual. In studying groups, sociologists work to understand the social and cultural forces that operate throughout society and the forces that mold individuals, shape their behavior and thus, determine social events.

Sociologists employ various methods of gathering data from the social world. Theories provide explanations which account for social phenomena; together, methods and theory provide the foundation for sociology as the scientific study of society.

### Sociology B.A.

#### Applied Sociology Emphasis

A Bachelor of Arts degree in Sociology with an emphasis in Applied Sociology includes an examination of basic theories and methods in sociology and the application of sociological knowledge to a specific concentration.

Graduates will be prepared for employment in a variety of social and private agencies, social research, and related areas.

#### Family Studies Emphasis

The Bachelor of Arts in Sociology with an emphasis in Family Studies includes an examination of major contemporary family issues and social policy. The applied research practicum experience with a social agency or organization that delivers family-relevant services is the capstone course.

Graduates will be prepared for employment in a variety of state, local and private agencies involved in delivering family services.

#### Social Issues Emphasis

A Bachelor of Arts degree in Sociology with an emphasis in social issues combines basic principles, theories and methods and applies them to an understanding of social relations, institutional arrangements, and social activism. The curriculum includes an examination of major issues in sociology.

Graduates will be prepared for knowledgeable and productive citizenship roles as well as employment by social agencies and related institutions.

**Program Assessments.** The State of Colorado has mandated that institutions of higher education undertake assessment of students and their programs. It is the responsibility of students to participate in any assessment activities that are determined by the individual school and the University to meet this state mandate.

*For degree and program requirements, see:*

- Sociology B.A. on page 125
- Applied Sociology Emphasis
- Family Studies Emphasis
- Social Issues Emphasis

Sociology Minor on page 151

### Social Science M.A.

#### Sociological Practice Emphasis

The master's program in Sociological Practice emphasizes the application of social science knowledge to various problems experienced by communities, agencies, governmental bodies and businesses. The emphasis of the program is on providing students with Sociological knowledge and skills which are

applicable to solving problems in the above organizations. The program culminates in an internship and a research project resulting in a professional research report.

In addition to meeting the requirements of the Graduate School, the applicant must submit a letter of application outlining his or her career and educational goals. Two letters of recommendation must be provided.

*For degree and program requirements, see:*

Social Science M.A. on page 192

Sociological Practice Emphasis on page 192

## OTHER PROGRAMS IN HUMANITIES AND SOCIAL SCIENCE

### WOMEN'S STUDIES

**Location:** Candelaria 0140    **Telephone:** 970.351.2607

**Coordinator:** Lorie Sauble-Otto, Ph.D.

**Faculty:** Hedy Red Dexter, Ph.D.; Barbara L. Hawthorne, Ph.D.; Lorie Sauble-Otto, Ph.D.

#### Women's Studies Minor

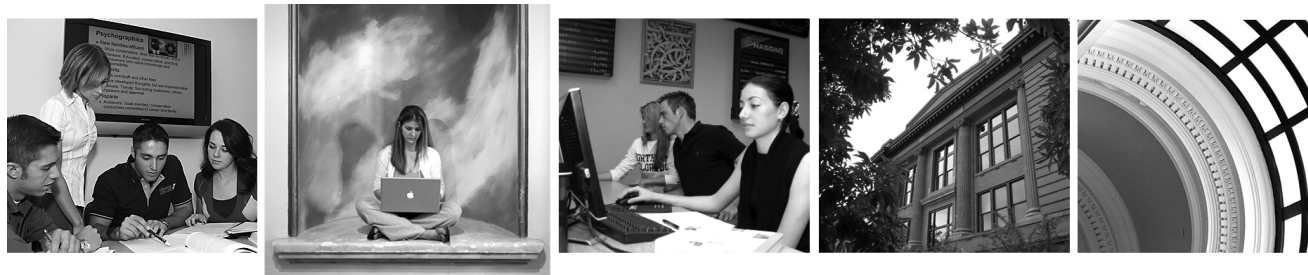
The purpose of the UNC Women's Studies Program is to enable participants—as students and lifelong learners—to investigate gender issues through interdisciplinary approaches. By studying historical and contemporary constructions of gender, students discover the ways in which race, class, sexual identity, age, and ability impact the roles humans create and play and how these roles impact our personal, political, and social lives.

*For degree and program requirements, see:*

Women's Studies Minor on page 153



# KENNETH W. MONFORT COLLEGE OF BUSINESS



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## OFFICE OF THE DEAN

**Location:** Kepner 2053      **Telephone:** 970.351.2764

**Dean:** Don Gudmundson, Ph.D.

**Assistant Dean:** TBA

The Kenneth W. Monfort College of Business offers a Bachelor of Science Degree in Business Administration with opportunities for students to pursue specialized study in the emphasis areas of Accounting, Computer Information Systems, Finance, Management, Marketing and General Business. The College offers Minors in Business Administration, Computer Information Systems, Network and Information Systems Security, and Nonprofit Administration.

The College of Business was established in the summer of 1968 as an autonomous degree-recommending unit, with a primary mission to provide education for business administration.

Recognized in 2000 by CCHE as a Colorado Program of Excellence, the College has become an integral part of the University and is committed to advancing the Mission, Goals

and Values of UNC (as specified in earlier pages of this Catalog). The College's own mission statement has been developed to support that of the University.

Performance based standards for degree programs in the Kenneth W. Monfort College of Business are available online at [www.mcb.unco.edu](http://www.mcb.unco.edu).

## INTRODUCTION: MONFORT COLLEGE OF BUSINESS

As an undergraduate-only college, MCB focuses its resources on a Bachelor of Science Degree in Business Administration. Highly-qualified faculty teach in reasonable class sizes (average of 30) in a technology-rich environment. The program is complemented by state-of-the-art learning facilities, an executive professor program, and an approach to learning that links theory with practice. MCB remains as the only business program in U.S. history to receive the Malcolm Baldrige National Quality Award.

## MISSION STATEMENT

Our mission is to deliver excellent undergraduate business programs and related learning opportunities that prepare individuals for successful careers and responsible leadership in business and society.

## AACSB ACCREDITATION

The Monfort College is the sole undergraduate-only program in the U.S. to hold AACSB-accredited status in business administration and accounting. AACSB International (The Association to Advance Collegiate Schools of Business) is the premier accrediting agency for business school quality in the U.S. According to a recent Business Week article, "Today, just having the degree isn't as important as where you get it...As corporations become savvier buyers of...talent, they are giving more weight to the AACSB seal...Accreditation shows that a business school cares about the quality of its program." The Monfort College's programs have been AACSB-accredited since 1992.

## MCB ADVISING CENTER

**Location:** Kepner 1055      **Telephone:** 970.351.1233

**Director of Academic Advising:** Mary Graves

The Monfort College of Business Advising Center provides admission and general academic advising services to all Business Administration majors and minors, as well as supplementary services for all other MCB academic programs and schools. The Advising Center monitors all admissions, transfer credits and continuation requirements.

The Advising Center administers the MCB Honors Programs for the College and also provides students with information on graduate study in Business Administration.

# SCHOOL OF ACCOUNTING AND COMPUTER INFORMATION SYSTEMS

Director: Allen W. McConnell, M.S., C.P.A.

## Business Administration B.S.

### Accounting Emphasis

Location: Kepner 2090 Telephone: 970.351.2855

Faculty: Allen W. McConnell, M.S., C.P.A.; Lorie D. Milam, M.P.A., C.P.A.; Richard I. Newmark, Ph.D., C.P.A.; Beth A. Parish, M.Tax.; Ronald O. Reed, Ph.D., C.P.A.; L. Pat Seaton, Ph.D.; Karen B. Turner, Ph.D.

**Mission:** The accounting program's mission is to deliver high-quality instruction that prepares students for entry into a wide variety of accounting and business careers, or to enter graduate school.

**Objectives:** The accounting program's primary objective is to facilitate the development of broadly educated graduates. Accordingly, the accounting program's curriculum objectives are to assure that graduates possess the following knowledge and skills:

- Broad liberal arts background
- Broad understanding of the functional areas of business, including finance, marketing, management, and information systems
- Concepts of technical accounting knowledge
- Concepts of technology management
- Ethical dimension of business and accounting
- Global dimension of business and accounting
- Written and oral communications skills
- Strategic and critical thinking skills
- Interpersonal and leadership skills
- Research skills

In addition to the knowledge and skill objectives above, the accounting program will:

- prepare graduates to take and pass the CPA and other professional exams,
- provide high-quality instruction,
- provide a supportive learning environment,
- maintain small class sizes and professional physical facilities, and
- employ instructionally current and professionally or academically qualified faculty.

The emphasis in accounting and the School of Accounting and Computer Information Systems are approved under the State Accounting Law of Colorado. Upon completion of the accounting emphasis, the student qualifies to write the CPA and other professional examinations.

Students completing the program are able to qualify for a broad range of opportunities including public accounting, industrial accounting, governmental and other not-for-profit accounting, as well as entrance to graduate programs.

For degree and program requirements, see:

[Business Administration B.S. on page 92](#)

[Accounting Emphasis](#)

### Computer Information Systems Emphasis

Location: Kepner 1095 Telephone: 970.351.2089

Faculty: Charmayne B. Cullom, Ph.D.; Joseph R. Cullom, Ph.D.; Tabandeh Harraf, M.S.; Jay M. Lightfoot, Ph.D.; Tod A. Sedbrook, Ph.D.; Richard T. Turley, Ph.D.; Christopher J. Vegter, M.B.A.

The primary objective of the Computer Information Systems Emphasis is to provide the applicable coursework and experiences to allow graduates to secure industry positions in the fields of programming, systems analysis, systems design, database design/administration and telecommunications/

networking. The program is also designed to prepare students with a solid academic background suitable for graduate work in computer information systems.

Within the curriculum, particular attention is paid to the strategic nature of technology. In the CIS program, students acquire knowledge of computer programming, networking, systems analysis and design, database management systems, decision support systems and e-commerce.

Graduates of the CIS program usually enter the job market as programmers/analysts or networking personnel. Subsequent positions may include systems analysts, database administrators and network administration. For the most part, the graduate's activities will focus on creating and implementing software and procedures used to service large and small organizations including manufacturing, retail, wholesale, financial, insurance, communications and government groups.

For degree and program requirements, see:

[Business Administration B.S. on page 92](#)

[Computer Information Systems Emphasis](#)

[Computer Information Systems Minor on page 143](#)

[Network and Information Systems Security Minor on page 148](#)

# SCHOOL OF FINANCE

Director: Garth H. Allen, J.D.

## Business Administration B.S.

### Finance Emphasis

Location: Kepner 1090 Telephone: 970.351.2275

Faculty: Garth H. Allen, J.D.; John M. Clinebell, D.B.A.; Cris de la Torre, Ph.D., J.D.; William L. Duff, Jr., Ph.D.; Joseph J. French, Ph.D.; Timothy E. Jares, Ph.D.; Bruce R. Kline, M.M.; Robert M. Lynch, Ph.D.; Michael W. Martin, J.D., LL.M.; Rutilio Martinez, Ph.D.; Christine A. McClatchey, Ph.D.

The primary purpose of the Finance Emphasis is to provide students with a thorough foundation in finance, while providing them with the flexibility to prepare for a wide range of future endeavors. Graduates are prepared for careers in financial management of organizations and financial institutions.

The curriculum is consistent with national standards in finance as required for professional certifications such as the Chartered Financial Analyst (CFA), CERTIFIED FINANCIAL PLANNER™ and Certificate in Financial Management (CFM).

The emphasis allows students the opportunity to apply financial concepts to real world situations and to interact with professionals in the finance field. Throughout the program of study, students are also taught how to integrate primary financial databases, online services and other relevant software to the field of finance.

Finance graduates must be able to recognize ethical dilemmas in finance and to make ethical business decisions. They must also be able to address the unique issues of making financial decisions in a global environment and be able to effectively communicate financial information in both oral and written forms.

For degree and program requirements, see:

[Business Administration B.S. on page 92](#)

[Finance Emphasis](#)



## SCHOOL OF MANAGEMENT AND MARKETING

Director: Nathan D. Kling, Ph.D.

### Business Administration B.S.

#### Management Emphasis

Location: Kepner 1090

Telephone: 970.351.2088

Faculty: Sharon K. Clinebell, D.B.A.; Karen L. Fowler, Ph.D.; Keiko Krahnke, Ph.D.; Milan D. Larson, Ph.D.; Daniel James Rowley, Ph.D.; Terry Stecher, Ph.D.; David F. Thomas, Ph.D.

Monfort Executive Professors: Cynthia Evans, M.B.A.; John R. Latham, Ph.D., and Roger H. Maddocks, B.S.

The focus of the emphasis is on learning how to plan, direct, and control resources such as people, time, capital, raw materials, and equipment. This focus will require the student to examine and understand issues and problems that confront society. The student will learn how to manage, motivate, and direct employees and organizations.

The primary objective of the Management Emphasis is to prepare students for entry-level management positions in business, not-for-profit organizations and government. Such positions include management trainees, supervisors, administrators, and other entry-level positions. The emphasis also prepares students for continuing education in MBA or other relevant master's degree programs.

For degree and program requirements, see:

[Business Administration B.S. on page 92](#)

[Management Emphasis](#)

#### Marketing Emphasis

Location: Kepner 2090

Telephone: 970.351.2366

Faculty: R. "Vish" Vishwanathan Iyer, Ph.D.; Nathan D. Kling, Ph.D.; Denny McCorkle, D.B.A.; Janice M. Payan, Ph.D.; James Reardon, Ph.D.

Executive Professor: Michael R. Leonard, J.D.

In a highly competitive, global marketplace it is essential that organizations understand and rapidly respond to the needs of their customers. To develop and maintain sustainable competitive advantage, it is essential that organizations understand how to identify target markets and develop marketing strategies that will provide satisfaction to those markets. To do this, organizations employ individuals who can analyze markets and develop comprehensive marketing programs, which include: product, promotion, pricing and distribution strategies. A Bachelor of Science degree in Business Administration with an emphasis in Marketing equips students with the knowledge and necessary skills to succeed in careers which require that they develop and implement marketing strategies. The emphasis also equips students for graduate study in marketing and business administration.

There are a wide variety of career paths in organizations open to graduates in marketing. Marketing is a significant functional area in virtually all modern organizations. A sample of marketing career areas may include the following: product management, retail management, marketing research, distribution management, logistics management, industrial buying, direct marketing, international marketing, promotion management, professional selling, sales management and advertising management. Graduates are prepared for marketing careers in public, private, governmental and non-profit organizations.

For degree and program requirements, see:

[Business Administration B.S. on page 92](#)

[Marketing Emphasis](#)

## OTHER PROGRAMS IN THE MONFORT COLLEGE OF BUSINESS

### Business Administration B.S.

#### General Business Emphasis

*General Business courses and faculty are dispersed throughout the various business schools.*

The General Business Emphasis prepares students for a wide variety of careers in business, the management of small or family-owned businesses and graduate study in business administration.

Students complete coursework in each of the functional areas of business: accounting, finance, computer information systems, management and marketing. The General Business Emphasis is designed to prepare students for a broad range of entry-level positions in business organizations. The program is not intended to provide specialized study. The broad-based nature of the curriculum makes the General Business program appropriate for students intending to manage a family-owned or small business.

Courses required for the General Business Emphasis are also offered through the Evening Division Program on a three-semester cycle. Information on the Evening Division Program may be obtained from the MBC Advising Center in Kepner 1055, 970.351.1233.

For degree and program requirements, see:

[Business Administration B.S. on page 92](#)

[General Business Emphasis](#)

[Business Administration Minor on page 142](#)

## BUSINESS REQUIREMENTS

### Academic Honesty

MCB students are expected to conduct themselves in accordance with the highest standards of academic honesty. Cheating, plagiarism, illegitimate possession and disposition of examinations, alteration, forgery, or falsification of official records or documents and similar acts or the attempt to engage in such acts are grounds for disciplinary action.

This action can include any of the following, in addition to any University disciplinary action:

- A failing grade for an assignment.
- A failing grade for a class.
- Suspension from MCB
- Expulsion from MCB

Students are referred to the UNC Student Handbook as to details of "University Standards of Conduct" and "Academic Expectations."

### Admission Requirements

Freshman students are admitted to the College of Business major and minors if they unconditionally meet the Colorado Commission of Higher Education (CCHÉ) requirement for admission to a level II Colorado institution. At the time of publication, the admission requirement was set at a CCHÉ composite index of 103.

The CCHÉ composite index is a sliding scale based on achievement test score and high school rank. A 103 index score centers on an ACT score of 24 or SAT of 1110 and a high school GPA of 3.0. A 103 index score is maintained at lower test scores or high school GPA provided that the candidate has offset a lower qualification on one measure with a higher qualification on the other. Students with a GED should contact the MCB Advising Center for current admission standards.

Transfer students are admitted to the College of Business major and minors provided that they meet the admission requirements in place at the time of application. Students who transfer with less than 30 semester hours of college level

coursework may qualify for admission to the College of Business provided they meet the freshman admission requirements specified above.

International students can obtain additional information about admissions from the MCB Advising Center, 970.351.1233.

### Change of Major/Minor Requirements

UNC students may change their major to business or may change from one business emphasis area to another provided that:

1. They have completed 30 semester hours of university level coursework with at least 15 semester hours at UNC. UNC students with less than 30 semester hours of university level coursework may change to a business major or minor provided that they have met the freshman entry requirement specified above for admission to MCB and are in good academic standing at UNC.
2. They meet the Change of Major and Minor requirements established by the school in which they wish to take their business emphasis. Copies of these requirements are available in MCB school offices and at MCB's Advising Center. Students must meet all school entrance requirements in effect at the time they apply for their business major or minor.

Students enrolled in the Fresh Start Program should contact MCB's Advising Center for information on program-specific policies regarding admission to MCB.

### Computing Proficiency

The College maintains a **computing proficiency requirement as a prerequisite to certain business courses**. It is expected that many students will have achieved this proficiency as they enter the program. All students may demonstrate this competency through:

- passing a stand-alone proficiency exam or;
- through completing an integrated proficiency exam and earning a satisfactory grade in **BA 101 Business Computing (3)**

Students should note that the credits for BA 101, or its equivalent, will not count toward the minimum of 120 credits needed for graduation.

### Continuation Requirements

A student who has attempted at least nine UNC credits in Business Administration courses must maintain a 2.00 grade point average in all business courses except: BAFN 240 and BAMK 260.

After attempting at least nine business core and emphasis credits at UNC, if a student's cumulative business grade point average falls below 2.00, the student will be placed on academic suspension and his/her business administration major terminated. The student immediately becomes an undeclared major, and his/her business class registration options are limited. A student may be reinstated if he/she raises his/her business GPA to 2.00 or better within the next 9 business credit hours or one year, whichever comes first.

If a student's cumulative business GPA remains below a 2.00 after completing their next semester in residence (or their next nine or more business hours), the student will be denied automatic readmission. Such students may then appeal for readmission to the Dean through the MCB Advising Center. Readmission is not automatic, and the decision of the Dean is final.

### Course Prerequisites

The student is held responsible for having met the current UNC Catalog prerequisites in all business courses for which he or she has registered. Students who register for business classes in which they do not have the prerequisites listed in the current UNC Catalog may be dropped from the class at any time by the instructor, school director, or dean.

Students will be dropped from all upper division (300 or 400 level) business courses if they have not reached junior standing (at least 60 semester credits) before the first class meeting.

### Enrollment in Business Courses

Only students who have a declared major in business may count more than 30 semester credits in business (courses with a BA\_\_ prefix) toward their graduation. For more information, please contact the MCB Advising Center, Kepner 1055, phone 970.351.1233.

### Evening Program

Business courses required to complete the Business Core, the Business Minor and the emphasis in General Business are offered at night. All courses required within the Business Core and the Business Minor are offered once each year. Courses required for the emphasis in General Business are offered once every three semesters (excluding the summer terms). Students may obtain a schedule of MCB's evening classes at the MCB Advising Center, Kepner 1055, phone 970.351.1233.

### Liberal Arts Core Requirements

See University Liberal Arts Core requirements on [page 75](#). For specific LAC requirements for business students, see "Supporting Credits" listed under each business emphasis.

### Graduation Requirements

The following requirements apply to the total credits required to complete a business degree, regardless of whether the courses were taken at UNC or in transfer.

To graduate with a baccalaureate degree in Business Administration a student must:

1. Complete a minimum of 120 semester hours of University coursework.
2. Satisfy all the following requirements:
  - a. University requirements (e.g., Liberal Arts core, etc.)
  - b. Monfort College of Business requirements (e.g., Required Major Credits, Elective Major Credits, Required Supporting Credits, etc.)
  - c. Elective coursework to bring the total to at least 120 semester hours.
3. Meet the following course distribution requirements: MCB requires that the 120 credits required of a Business major's coursework be split evenly between business and non-business courses (courses with and without a BA\_\_ prefix). To comply, a student must have completed a minimum of 60 business credits (excluding BA 101, BA 150, BA 205, BA 251, BAFN 240, and BAMK 260) and 60 non-business credits in order to be eligible for graduation. Business courses (BA 150, BA 205, and BA 251) that satisfy LAC requirements can be included in the 60 non-business credits earned.
4. At least 50 percent of the credit hours in Business Administration required for the degree must be earned at UNC.
5. Attain a 2.0 or greater cumulative Business GPA. Attain an overall 2.0 or greater GPA in the Business Administration Core and at least a "C-" grade in each individual Business Administration Core courses. To graduate with a Business Administration Minor, a student must attain a 2.0 or greater cumulative Business GPA, attain an overall 2.0 or greater GPA in the Business Administration Minor and attain at least a "C-" grade in each individual business course required for the Business Administration Minor. To graduate with a Computer Information Systems Minor, a student must attain a 2.0 or greater GPA in the Computer Information Systems Minor and attain at least a "C-" grade for all courses listed in the Required CIS Minor Credits and Elective CIS Minor Credits. To graduate with a Network and Information Systems Security Minor, a student must attain a 2.0 or greater GPA in the Required NISS Minor Credits and attain at least a "C-" grade for all courses listed in the Required NISS Minor Credits.

### Incomplete Grades

A grade of "I" is assigned when coursework is incomplete at the end of the semester and is used only when a student cannot fulfill his or her academic responsibilities during the

last week of a semester or because he or she missed the final examination due to sickness, emergency in the family, or other serious emergency.

**Second Bachelor's Degree**

Students who have previously earned a bachelor's degree and seek to earn a second bachelor's degree in Business Administration must complete a minimum of 30 semester hours at UNC. Individuals should contact the MCB Advising Center for more information on the second bachelor's degree option.

**Time Limitation on Credit Earned Toward a Bachelor's Degree**

Coursework completed by a student within the preceding 10 years may apply as credit toward a bachelor's degree. Coursework taken before the 10-year limit may be reviewed by the school director and college dean to determine its appropriateness to the major requirements.

**Transfer Credit**

Credit from other Colorado institutions as specified in the UNC Transfer Guides may be transferred at the time of admission to the College of Business. Transfer credit from other institutions will be evaluated for acceptance towards a UNC degree on an individual basis.

The College offers business students a number of options for participating in an international student exchange program. Participation will require prior approval and may, in some instances, involve validation of courses taken at the foreign institution. All students interested in such programs should contact the MCB Advising Center for more information.

**Transfer Statement for Business Minors**

Students with a Business Administration Minor may transfer a maximum of 12 semester hours of required business coursework (courses with a "BA" prefix) toward a minor. To graduate with a Business Administration Minor, a student must attain a 2.0 or greater cumulative Business GPA, attain an overall 2.0 or greater GPA in the Business Administration Minor and attain at least a "C-" grade in each individual business course required for the Business Administration Minor.

**STUDENT ORGANIZATIONS**

Students enrolled in the Monfort College of Business have the opportunity to join a number of business clubs and organizations. Each of the organizations listed below is chartered by the College to assist students to prepare for careers in their discipline areas. Beyond this, business clubs provide hubs for student social activities within the College.

Student Club	Faculty Advisor	School Affiliation	National Affiliation
Professional Accounting Association of UNC	Professor Allen McConnell	Accounting	
UNC Technology Club	Dr. Charmayne Cullom	CIS	National Chapter
Financial Management Association of UNC	Dr. Michael Martin	Finance	National Chapter
UNC Management Club	Dr. Milan Larson	Management	Society for Human Resource Management
UNC Marketing Association	Dr. Vish Iyer	Marketing	American Marketing Association
Delta Sigma Pi	Professor Cynthia Evans	Kenneth W. Monfort College of Business	National Chapter
Beta Alpha Psi	Professor Allen McConnell	Accounting	National Chapter
Beta Gamma Sigma	Dr. Charmayne Cullom	Kenneth W. Monfort College of Business	National Chapter
Alpha Kappa Psi	Dr. Karen Turner	Kenneth W. Monfort College of Business	National Chapter
In addition, the Monfort College of Business College Student Council (MCB/CSC) advises the Dean on matters of student concern and schedules college-wide events. This council is comprised of the presidents of the student clubs listed above and at-large representatives from the business student body.			





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  - Sport Pedagogy Emphasis

**Other Programs in the College of Natural and Health Sciences (45)**

**Graduate Interdisciplinary Degree Program M.A. (45)  
Middle Level Mathematics Teaching Emphasis  
Natural Science K-12 Teaching Emphasis**

**University Programs**

**Undergraduate Programs on page 83**

**Graduate Programs on page 173**

**OFFICE OF THE DEAN**

**Location:** Gunter 1000

**Telephone:** 970.351.2877  
**Fax:** 970.351.2176

**Dean:** Denise A. Battles, Ph.D.

**Associate Dean:** Douglas Marshall, Ph.D.

The College of Natural and Health Sciences at the University of Northern Colorado serves the people of Colorado and the nation through the advancement and dissemination of fundamental knowledge, by providing high-quality undergraduate and graduate instruction, and by applying knowledge to solve problems in areas of natural and health sciences and science-related education. To achieve this mission, the College supports:

1. Foundational undergraduate education, academic degrees and professional preparation in natural, health, human and mathematical sciences to prepare students to understand and use these disciplines in their lives and careers in the 21st Century.
2. Focused graduate programs in Natural and Health Sciences and related areas of science education, preparing teachers, college professors, researchers, and other professionals.
3. Basic and applied research in all areas of the natural and health sciences represented in the college, including externally supported activities and both undergraduate and graduate research experiences.
4. K-12 teacher preparation in disciplines represented in the college.
5. Outreach and service programs supporting K-12 teachers and students, health and service professionals, schools, health care organizations, businesses and government agencies.

Programs in the College of Natural and Health Sciences are designed to prepare students for careers in science and industry, health care organizations, community and human service agencies, and schools. In addition, students can pursue pre-professional studies in dentistry, medicine, optometry, pharmacy, podiatry, veterinary medicine, chiropractic medicine, engineering, and education.

The College contains six Schools:

- School of Biological Sciences
- School of Chemistry, Earth Sciences and Physics
- School of Human Sciences
- School of Mathematical Sciences
- School of Nursing
- School of Sport and Exercise Science

**SCHOOL OF BIOLOGICAL SCIENCES**

**Director:** Catherine S. Gardiner, Ph.D.

**BIOLOGICAL SCIENCES**

**Location:** Ross Hall 2480      **Telephone:** 970.351.2921

**Faculty:** Rick Adams, Ph.D.; Marilyn Banta, Ph.D.; Chhandak Basu, Ph.D.; Patrick Burns, Ph.D.; Jennifer A. Clarke, Ph.D.; Gregory K. DeKrey, Ph.D.; Catherine S. Gardiner, Ph.D.; Teresa M. Higgins, Ph.D.; Richard Robert Jurin, Ph.D.; Susan M. Keenan, Ph.D.; Stephen P. Mackessy, Ph.D.; Robert Reinsvold, Ph.D.; Tony Schountz, Ph.D.; Frank A. Skufca, M.S.; Steven M. L. Smith, Ph.D.; Mark P. Thomas, Ph.D.; Cindy White, Ph.D.

**Emeritus Faculty:** Warren R. Buss, Ph.D.; Margaret E. Heimbrook, Ph.D.; Kathleen S. Jones, Ph.D.; Charles E. Olmsted, III, Ph.D.; Gerald W. Saunders, Ph.D.

**Biological Sciences B.S.**

The biological sciences study all aspects of life from sub-cellular processes to planetary ecosystems. All undergraduate programs require a core of common courses to provide students with a solid foundation in the diversity and cellular basis of life, structure and function, heredity and development, and how organisms interact with each other and with their environment. Thereafter, students choose an area of emphasis that best suits their educational interests and goals. These emphasis areas are pre-health and biomedical science, cellular and molecular biology, ecology and evolutionary biology, and biology secondary teaching.

Students are encouraged to participate in independent research projects or internships with both faculty members and agencies outside the university to gain experience not available in the classroom. Practical application and hands-on experiences are supported with extensive support facilities including animal maintenance and greenhouse facilities, a microscopy and genomics imaging suite, a museum and herbarium, extensive state-of-the-art teaching and research laboratories, and other core biotechnology equipment. Field studies are encouraged, because there is ready access to both prairie and mountain habitats. Expertise and research interests of the faculty include systematics of plants, animals and microorganisms; genetics and evolution; molecular and cellular biology; animal behavior; reproductive biology; neurobiology; computational biology; plant biotechnology; toxicology and pharmacology; immunology and infectious disease; ecology; community and ecosystem structure; mammalogy; ornithology; plant and mammalian physiology; anatomy; and science and environmental education.

**Cell and Molecular Biology Emphasis**

This program places emphasis on a thorough understanding of the biological principles underlying all living systems through study of the basic unit of life, the cell. Undergraduates entering this program should have a strong science and mathematics background in high school or be prepared to do additional remedial work. Students successfully completing this program will be prepared to choose from a widely varied range of careers in the basic or applied biological sciences such as public health, the pharmaceutical industry, cancer research, biodiversity research, forensic biology, animal and plant agricultural sciences, and many others. Students will also be prepared to continue their education in graduate biological sciences programs (microbiology, genetics, molecular biology, cell biology, physiology, endocrinology, immunology, developmental biology, etc.) and in most professional schools (medical, veterinary, etc.). This program encompasses a minor in chemistry.

**Ecology and Evolutionary Biology Emphasis**

This emphasis focuses on organismal biology and on field courses. Students completing the program will acquire a background in taxonomy, the diversity of species, and life histories. Students should have an interest in working with plants and animals in a field setting. Undergraduates entering

this program should have a strong science and mathematics background in high school or be prepared to do additional remedial work. Students will be prepared to work for public or private sector environmental agencies such as state or federal wildlife agencies, the Bureau of Land Management, the National Park Service, various parks and recreation programs or private consulting agencies. They can also continue their education in graduate programs in the pure or applied biological sciences (botany, zoology, ecology, forestry, wildlife biology).

### Pre-health and Biomedical Sciences Emphasis

This emphasis is intended for premed and other students having an interest in the human and animal health professions. This program meets the minimal requirements for admittance to most professional schools of health science. Undergraduates entering this program should have a strong science and mathematics background in high school or be prepared to do additional remedial work. Students who successfully complete the program will be prepared for admission to medical, veterinary, dentistry, chiropractic, or paramedical professional programs. They will also be prepared to continue their education in a wide range of graduate programs as diverse as microbiology and human physiology. This would also be an appropriate emphasis for students interested in working in health communication, pharmaceutical sales, hospitals, biotechnology companies, or government laboratories such as the Centers for Disease Control.

### Biology Secondary Teaching Emphasis

This program leads to State of Colorado licensure in secondary science. Students receive training in biological sciences content and pedagogy plus a wide range of additional support science content. They should have an interest in teaching and have evidence of working successfully with young people. Undergraduates entering this program should have a strong science and mathematics background in high school or be prepared to do additional remedial work. Students will meet licensure requirements of the Colorado Department of Education for teaching secondary science (grades 7-12). Upon completion of this program, students will also be able to continue their education in graduate programs in the biological sciences. Prior to Student Teaching, students must pass the PRAXIS Science Examination.

*For degree and program requirements see:*

**Biological Sciences B.S. on page 90**

**Pre-health and Biomedical Sciences Emphasis**

**Cell and Molecular Biology Emphasis**

**Ecology and Evolutionary Biology Emphasis**

**Biology Secondary Teaching Emphasis**

**(Biology Concentration on page 108)**

**Biological Sciences Minor on page 142**

### Biological Sciences M.S.

**Admission.** Before admission to the program, students should have completed at least four courses in biology and a combined total of three courses in the supporting areas of chemistry, calculus or physics. Students entering the program with deficiencies in coursework will be required to complete coursework based on recommendations of the graduate committee, the school director and the advisor. The following application materials should be submitted to the Graduate School:

- Application form and fee
- Official transcripts
- A letter of intent including research/teaching interests and goals
- Three letters of recommendation
- General GRE scores

- Subject GRE scores from either the biology or biochemistry, cell and molecular biology subject test are required prior to admittance or within the first semester of attendance

Students are strongly encouraged to review the research areas of the Biology faculty on our website and contact faculty in whose research they are interested.

The student must meet with a graduate advisor and graduate committee during the first semester of the program to determine a course of study.

### Non-Thesis Emphasis

The non-thesis emphasis is designed to be as flexible as possible. It is intended for those who wish to expand their background in biological sciences content, including biology and science teachers. Non-thesis students must pass an examination to be administered by the advisor in the form of a written paper or equivalent project covering some aspect of their program of study.

### Thesis Emphasis

This emphasis is designed for students wishing to broaden their background in the biological sciences and to develop research skills in preparation for a doctoral program, or technical or research career. Students will gain background in biology content and in research to allow them to enter professional fields of biology requiring advanced training or to pursue advanced studies. Results of the thesis research must be presented orally in a seminar to the faculty in the School of Biological Sciences during the last semester prior to graduation.

*For degree and program requirements see:*

**Biological Sciences M.S. on page 176**

**Non-Thesis Emphasis**

**Thesis Emphasis**

### Biological Education Ph.D.

This program is designed for graduate students interested in specializing in either biology education or an area of the biological sciences that matches current faculty interests and expertise. Areas of emphasis in this program prepare students to conduct and supervise biological or pedagogical research and to instruct biology courses at the college or university level.

**Admission.** Before admission to the program, students should have completed at least four courses in biology and a combined total of three courses in the supporting areas of chemistry, calculus or physics. Students entering the program with deficiencies in coursework will be required to complete coursework based on recommendations of the graduate committee, the school director and the advisor. The following application materials should be submitted to the Graduate School:

- Application form and fee
- Official transcripts
- A letter of intent including research/teaching interests and goals
- Three letters of recommendation
- General GRE scores
- Subject GRE scores from either the biology or biochemistry, cell and molecular biology subject test are required prior to admittance or within the first semester of attendance.

Students are strongly encouraged to review the research areas of the Biology faculty on our website and contact faculty in whose research they are interested.

The student must meet with a graduate advisor and graduate committee no later than the second semester of the program to determine a course of study.

*For degree and program requirements see:*

**Biological Education Ph.D. on page 200**



# SCHOOL OF CHEMISTRY, EARTH SCIENCES AND PHYSICS

Director: William H. Hoyt, Ph.D.

## CHEMISTRY AND BIOCHEMISTRY

Location: Ross Hall 3480 Telephone: 970.351.2559

Faculty: Aichun Dong, Ph.D.; Richard M. Hyslop, Ph.D.; Peter Karnilaw, M.A.; Robin T. Macaluso, Ph.D.; Kimberly A. Operman Pacheco, Ph.D.; David L. Pringle, Ph.D.; James O. Schreck, Ph.D.; Richard W. Schwenz, Ph.D.; Jerry P. Suits, Ph.D.

The goal of the Chemistry program is to provide a high-quality education in chemistry for the following groups of students:

- Those who wish to become practicing chemists or to pursue professional programs that may build on a strong background in chemistry, such as health-related careers.
- Those whose career choices require a background in chemistry, such as nursing, dietetics and nutrition, biology.
- Those who elect to study chemistry as a part of their Liberal Arts Core program.
- Those with a background in chemistry who wish to undertake advanced or graduate studies.

The chemistry faculty is committed to the attainment of this goal and has set excellence in instruction as its highest priority. Relatively small classes and dedicated teachers help accomplish this goal. Students and faculty have the opportunity to know each other very well. This facilitates obtaining help on an individual basis when it is needed for coursework and for program planning.

We are proud of the fact that our undergraduate degree has been approved by the American Chemical Society since 1968 and that our recently revised program was accepted. Individuals who elect to follow the approved program receive certification upon graduation.

Although the Chemistry program has no formal division, the areas of analytical, biological, inorganic, organic and physical chemistry and chemical education are well represented in the backgrounds of our faculty. This enables us to offer a well-balanced program.

Laboratory facilities are available and the experimental aspects of chemistry are included as an integral part of all chemistry emphases. Modern chemical instrumentation is available for student use. Students are taught how to operate these instruments and how to interpret and apply the results.

Access to microcomputers and to terminals of the large campus computers makes use of computers within chemistry courses possible.

Research opportunities are available to chemistry students in all programs. Students can work with faculty who are involved in research selected from the basic areas of chemistry and chemical education.

At the undergraduate level, students are required to work on independent research in their junior and senior years and to present their results in seminars and at the regional and national meetings of the American Chemical Society and the Colorado-Wyoming Academy of Science.

At the graduate level, all degree programs require research. The results of a graduate student's efforts are reported in a written report and may be presented at meetings and submitted for publication.

## Chemistry B.S.

### B.S./M.S. Degree

Qualifying students may be eligible for a five-year program resulting in a B.S./M.S. degree. Consult your advisor early in your program for details.

## Biochemistry Emphasis (ACS Certified)

This program is designed to give students a broad background in chemistry and biology. Students will have the opportunity to work with a faculty member on an independent research project in chemistry. Students receiving this degree can be certified by the American Chemical Society. See advisor for details.

Students graduating with this emphasis will be prepared to pursue graduate study in chemistry, biochemistry, molecular biology, environmental health, professional schools (e.g., medicine, dentistry, veterinary medicine and other health-related areas) or obtain an entry position within the chemical or biotechnological industry.

## Chemistry Emphasis (ACS Certified)

This program is designed to give students a broad background and an in-depth foundation in chemistry. Students will work with a faculty member on an independent research project in chemistry. Students receiving this degree can be certified by the American Chemical Society. See advisor for details.

Students graduating with this emphasis are prepared to pursue graduate study in chemistry, professional schools (e.g., chemical engineering, medicine, dentistry, veterinary medicine and other health sciences) or an entry-level position with a chemical or petroleum company.

## Forensic Science Emphasis

This program is designed to prepare students to enter the field of forensic science by providing them with background courses in chemistry, physics, sociology and criminal justice along with laboratory experiences as research and an internship. Students completing this degree emphasis who wish to pursue graduate study in one of the areas of chemistry may be required to complete additional course work in physical chemistry and/or mathematics and biology depending on the entrance requirements of the specific graduate school.

## Industrial Chemistry Emphasis

This emphasis offers training in chemistry, mathematics, physics and a minor area selected by the student. The course of study provides a solid foundation in chemistry and specific background knowledge about the chemical industry.

Students completing this emphasis can pursue a career in the chemical, medical, pharmaceutical or biotechnology industries; or in related government agencies. Career options include supervision, process evaluation, quality control, pilot scale operation, management and sales. Students considering graduate study in chemistry may be required to complete additional coursework in physical chemistry and/or mathematics depending on the entrance requirements of specific graduate schools.

## Pre-Health Emphasis

*Pre-Medical, Pre-Dental, Pre-Optometry, Pre-Veterinary, Pre-Podiatry and Pre-Pharmacy*

This program offers training in chemistry, mathematics and physics with a broad base in biological sciences and biochemistry. It provides a solid foundation in chemistry and biological sciences for those students planning to pursue professional studies in dentistry, medicine, optometry, podiatry, pharmacy or veterinary medicine.

Students completing this degree emphasis will meet the prerequisites to the professional schools listed above. Acceptance into these schools is competitive and students should register with and be advised by the pre-health committee in the School of Chemistry, Earth Sciences and Physics. Students completing this degree emphasis who wish to pursue graduate study in chemistry may be required to complete additional coursework in physical chemistry and/or mathematics depending on the entrance requirements of the specific graduate school.

**Secondary Teaching Emphasis (ACS Certified)**

This program is designed to prepare students as secondary school chemistry teachers licensed in science by the Colorado Department of Education. In addition to a strong background in chemistry, students will receive training in biological sciences, physics, earth sciences and mathematics. Students receiving this degree can be certified by the American Chemical Society. See advisor for details.

Students graduating with this degree and licensure at the elementary/middle school level could become a teacher or science coordinator at an elementary or middle school. Students graduating with this degree emphasis will be well prepared to teach chemistry and other sciences in junior and senior high school. Students completing this program will be prepared to pursue graduate study in chemical education or science education.

The program will take four-five years to complete depending on high school background and the point in the educational career at which the program is entered.

For degree and program requirements see:

Health Professions (Pre-Med, Pre-Vet, Pre-Dental, Etc.) on page 154

Chemistry: Liberal Arts Minor on page 142

Chemistry: Teaching Minor on page 142

Chemistry B.S. on page 95

Biochemistry Emphasis (ACS Certified)

Chemistry Emphasis (ACS Certified)

Forensic Science Emphasis

Industrial Chemistry Emphasis

Pre-Health Emphasis

Secondary Teaching Emphasis (ACS Certified)

**Chemistry M.S.****Education Emphasis**

This Chemistry, M.S. extends and builds upon the knowledge and skills learned at the undergraduate level and, through the science education component, develops skills necessary to become increasingly effective in the chemistry classroom.

Successful completion of this degree will enhance advancement opportunities in the education field and provide a teacher advanced training in content and pedagogy. The degree can also qualify persons to teach at the junior or community college level.

**Admission.** The student should have completed chemistry courses comparable to those required in the B.S. degree in chemistry including courses in organic, inorganic and analytical chemistry. If these requirements are not met, a candidate may be admitted to the program on a provisional basis.

**Research Emphasis**

The Chemistry, M.S. extends and builds upon the knowledge and skills learned at the undergraduate level and, through the research component, develops independence in the chemical laboratory and in dealing with the chemical literature. Candidates have the opportunity to work closely with faculty trained in biochemistry and in analytical, inorganic, physical and organic chemistry.

Successful completion of this degree will enhance chances for professional advancement and expand employment opportunities. Further education in a Ph.D. program in chemistry is also a possibility.

**Admission.** The student should have completed a program equivalent to the Bachelor of Science degree in Chemistry (ACS Certified) including courses in organic, inorganic,

analytical (quantitative and instrumental analysis) and physical chemistry plus college mathematics through differential and integral calculus and one year of physics.

For degree and program requirements, see:

Chemistry M.S. on page 177

Education Emphasis

Research Emphasis

**Chemical Education Ph.D.**

This program prepares versatile, well-informed chemistry teachers by providing advanced training for chemistry teachers or chemists who wish to pursue educational opportunities beyond the master's degree. Students completing this program are qualified to work in the chemical education field at a variety of levels; such as, science coordinator or supervisor in the secondary school, chemistry instructor at two- and four-year colleges or chemistry educators at a university. At the professional level, program graduates are qualified to do fundamental research in chemical education and to direct chemistry research at the undergraduate level.

**Admission.** The student should have completed requirements of an ACS-certified baccalaureate degree in chemistry.

**Master's en route to the Ph.D.** Students who have been admitted to the Ph.D. program in Chemical Education may complete a master's degree in Chemistry en route to completion of the doctoral degree. Requests for a simultaneous master's degree in a discipline other than Chemistry will not be accepted. The student, in collaboration with the student's advisor, will develop a plan of study that includes clearly distinct master's and doctoral requirements. The student must graduate from the master's degree program in a minimum of one semester prior to conferring of the doctoral degree. The maximum time allowed for completion of the doctorate is eight calendar years beginning with the student's first semester of enrollment after admission has been granted.

For degree and program requirements see:

Chemical Education Ph.D. on page 201

**EARTH SCIENCES**

**Location:** Ross Hall 3235      **Telephone:** 970.351.2647

**FAX:** 970.351.4197

**Faculty:** Steven Anderson, Ph.D.; Graham B. Baird, Ph.D.; Denise A. Battles, Ph.D.; Joe T. Elkins, Ph.D.; Emmett Evanoff, Ph.D.; William H. Hoyt, Ph.D.; Gary R. Huffines, Ph.D.; Rita Leafgren, M.A.; Paul Nutter, Ph.D.; Lucinda Shellito, Ph.D.

The Earth Sciences program includes the disciplines of geology, meteorology, oceanography and astronomy. Geology is the study of the earth, its structure, composition and history. Meteorology is the study of the atmosphere and the weather phenomena that affect our daily lives. Oceanography is the study of the physical, chemical and biologic characteristics of the world's oceans. Astronomy (administered by Physics) is the study of the planets, stars and galaxies that make up our universe.

The undergraduate program in the earth sciences provides preparation for professional careers in geology, meteorology, secondary-level earth science teaching and the environmental industry. The graduate program is designed to meet the needs and interests of individuals who wish to expand their knowledge of the earth sciences as science teachers or in other careers that require a knowledge of the earth sciences.

The Earth Sciences program emphasizes the integration of field and laboratory study and students are encouraged to undertake independent research projects and internships.

## Earth Sciences B.S.

### Environmental Earth Sciences Emphasis

The multidisciplinary Environmental Earth Sciences emphasis is intended for individuals who wish to pursue careers with responsibilities that include environmental monitoring, regulation or management. Students may prepare for entry-level positions in the environmental industry or governmental agencies, or for graduate education in such fields as resource management, environmental public policy and environmental law. The program also is well suited for anyone with a serious interest in the scientific aspect of environmental issues.

### Geology Emphasis

The science of geology explores the physical makeup of the earth, the processes that shape it and the history of its development. This program provides a broad background in geology and emphasizes the study of geology in the field and in the laboratory.

Graduates of the geology program will be prepared for entry-level positions as geologists in the petroleum mining, and environmental industries, in local, state and federal governmental agencies and in a variety of engineering and geological consulting firms. The program also provides the background necessary for admission to graduate programs in geology and related fields.

### Meteorology Emphasis

The UNC meteorology program has two goals: a strong foundation in the sciences preparing students for graduate school and providing the experience necessary to be ready to take a job in weather forecasting.

The science of meteorology seeks to understand the atmosphere and its phenomena by considering the forces that act on it, the processes that determine its behavior and the interaction between it and the earth beneath. This program provides a broad background in meteorology and stresses practical interpretation of weather data and the importance of meteorology to many aspects of human endeavor.

Graduates of the meteorology program will be prepared for entry-level positions as meteorologists with government agencies and private companies, as weather forecasters with the United States Air Force and as team members with firms concerned with environmental monitoring. Meteorology is also an excellent major for individuals planning careers in either civilian or military aviation. The program provides the background necessary for admission to graduate programs in the atmospheric sciences.

The course requirements assure that our graduates meet all of the requirements for certification with the American Meteorology Society (AMS) and the National Weather Association (NWA).

### Secondary Teaching Emphasis

The coursework and experiences in this major are designed to provide the student with a broad background in the four earth science disciplines (astronomy, geology, meteorology and oceanography) and supporting sciences, including biology, chemistry, physics and mathematics.

Graduates of this program are prepared to teach earth science in grades 7-12. Graduates will have satisfied all the requirements to receive Secondary Science Licensure from the Colorado Department of Education and the Colorado Commission on Higher Education.

*For degree and program requirements, see:*

[Earth Sciences Minor on page 144](#)

[Earth Science Concentration on page 108](#)

[Earth Sciences B.S. on page 99](#)

[Environmental Earth Sciences Emphasis](#)

[Geology Emphasis](#)

[Meteorology Emphasis](#)

[Secondary Teaching Emphasis](#)

## Earth Sciences M.A.

This program is for students who wish to broaden or deepen their backgrounds in the earth science disciplines (astronomy, geology, meteorology and oceanography) and develop their research skills. It serves individuals who are or intend to become secondary school or community college earth science teachers. It is also appropriate for K-12 teachers, students pursuing careers in allied fields that require a multidisciplinary background in the earth sciences and for individuals wishing to explore the earth sciences as a second career.

The multidisciplinary structure of the school affords each student the opportunity to develop a sequence of courses that complements and builds upon his or her previous education and experience, whether in the earth sciences or in other disciplines. The program provides both a thesis and a non-thesis option. Typically, students seeking a focused program emphasizing research skills elect the thesis option, and students seeking a broad, multidisciplinary curriculum emphasizing content will elect the non-thesis option. In consultation with the student's graduate committee, each student will select the appropriate option and design a curriculum for his or her particular educational and career objectives.

*For degree and program requirements, see:*

[Earth Sciences M.A. on page 179](#)

## PHYSICS

**Location:** Ross Hall 0232      **Telephone:** 970.351.2961

**Faculty:** Richard D. Dietz, Ph.D.; Cynthia S. Galovich, Ph.D.; Matthew Semak, Ph.D.; Ruwang Sung, Ph.D.; Robert A. Walch, Ph.D.; Courtney W. Willis, Ph.D.

Small, personalized classes are a hallmark of all the programs offered by the School of Chemistry, Earth Sciences and Physics. The student is assured of consideration and expert guidance, with excellent opportunities to thoroughly develop personal skills at a pace compatible with needs. From the earliest to the most advanced physics courses, the student has direct contact with faculty members.

Research experience is considered to be an essential part of the undergraduate degree. Students become involved in their own research projects under faculty guidance. These investigations often extend over several semesters and are sometimes pursued through cooperative internships in industry, government laboratories, or other universities.

The Physics program has a well-equipped astronomy, electronics, optics, nuclear physics, and introductory physics labs, as well as a darkroom, a student computer lab, a solar telescope facility, and space for undergraduate research. Computer use is thoroughly integrated into the curriculum and each lab has several computers dedicated to data acquisition and analysis. In addition, there is a variety of equipment available for undergraduate research, including high vacuum, audio, nuclear and optics equipment, and a 12" telescope with capabilities in making accurate photometric measurements.

## Physics B.S.

### Astronomy Emphasis

This emphasis gives graduates excellent preparation for graduate school in Astronomy, Astrophysics, and Physics, and for employment in industry and research laboratories.

### Engineering Physics Emphasis

The Engineering emphasis of the B. S. in Physics provides practical application of the theories and methods of physics. Students take more courses in the theory of physics than they would in the typical engineering curriculum and more courses in applications related to the engineering fields than they would in the traditional physics degree.



Graduates will be well prepared for engineering-type positions in industry and research laboratories or for graduate work in engineering or physics-related fields. Because of the strong emphasis on both theory and applications, graduates can quickly assimilate rapid changes in these fields.

### Liberal Arts Emphasis

This emphasis focuses on the main laws and principles of physics through a basic core of physics and support courses and provides flexibility for the student by requiring a minimum of emphasis courses. Students can take a variety of elective courses at the junior/senior level to tailor the program toward their future goals.

Graduates have a solid foundation in physics for pursuing their individual career goals, including employment in industry and research laboratories and graduate studies in physics, engineering, health or the environment.

### Mathematical Physics Emphasis

This program, offered through the cooperation of the School of Chemistry, Earth Sciences, and Physics and School of Mathematics, focuses on the laws, principles and mathematical foundations of physics.

This emphasis is an excellent preparation for graduate school in mathematics, applied mathematics, physics, mathematical physics or other similar programs. It is also excellent preparation for many types of positions in industry or in research laboratories.

### Secondary Teaching Emphasis

The program emphasizes the laws, principles and applications of physics and other sciences, along with the communication skills and teaching methods to effectively teach these concepts at the junior high and high school levels (grades 7-12). Graduates of this degree would help to combat a shortage of physical science teachers and help meet the nationwide goals of excellence in science preparation.

With additional physics and mathematics courses, students could qualify for graduate study in physics or for employment in industry or governmental research laboratories.

For degree and program requirements, see:

**Engineering Program (Pre-Engineering) on page 154**

**Physics B.S. on page 120**

**Astronomy Emphasis**

**Engineering Physics Emphasis**

**Liberal Arts Emphasis**

**Mathematical Physics Emphasis**

**Secondary Teaching Emphasis**

**Physics Concentration on page 110**

**Physics Minor on page 149**

## SCHOOL OF HUMAN SCIENCES

**Director:** Ellen Meyer Gregg, Ph.D.

### AUDIOLOGY AND SPEECH-LANGUAGE SCIENCES

**Location:** Gunter 1400

**Telephone:** 970.351.2734

**Fax:** 970.351.2974

**Faculty:** Kathryn E. Bright, Ph.D.; Diane Erdbruegger, Au.D.; Kathleen R. Fahey, Ph.D.; Mark Guiberson, Ph.D.; Ellen Meyer Gregg, Ph.D.; Julie A. Hanks, Ed.D.; Deanna K. Meinke, Ph.D.; Tina Prout, Ph.D.; Jennifer E. Weber, Au.D.

Audiology and Speech-Language Sciences (ASLS) offers an educational program with a clinical orientation. ASLS also houses the Speech-Language Pathology and Audiology Clinic. ASLS offers an undergraduate pre-professional major

in Audiology and Speech-Language Sciences, a professional certifying master's degree program in speech-language pathology, and a professional certifying clinical doctorate in audiology. These programs prepare students in the diagnosis, treatment, and prevention of hearing, balance, speech and language disorders.

### Audiology and Speech-Language Sciences B.S.

In this comprehensive pre-professional program, students take academic courses and observe and participate in supervised clinical practica. These activities are designed to provide a strong base for entry into a professional certifying degree program at the master's degree level in speech-language pathology or at the doctoral degree level in audiology. This degree program does not lead to certification of any type. Students cannot find employment as an audiologist or as a speech-language pathologist with only the bachelor's degree in audiology and speech-language sciences; however, positions can be found as audiology technicians and/or speech-language pathology assistants.

The degree program can be modified to serve as an excellent undergraduate foundation for entry into the master's degree program in Severe Needs: Hearing (Deaf Education). Students interested in pursuing this option should see their advisor.

For degree and program requirements, see:

**Audiology and Speech-Language Sciences B.S. on page 89**

### Speech-Language Pathology M.A.

This certifying master's program is fully accredited and provides excellent academic, research, and clinical preparation.

Areas emphasized include:

- The science of communication;
- The nature, prevention, assessment, and management of:
  - developmental articulation disorders
  - language and literacy disorders
  - voice disorders
  - fluency disorders
  - pervasive developmental disorders, including autism
  - dysphagia
  - neurologic disorders including aphasia, apraxia, post head-injury disorders and dementia;
- Augmentative and alternative communication systems;
- Aural rehabilitation.

This program offers extensive supervised clinical experience through the well-equipped UNC Speech-Language Pathology and Audiology Clinic and ancillary clinics in Colorado. This M.A. program is accredited by the Colorado Department of Education (CDE) and by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). Students who complete this program are eligible to apply for the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association. Graduates can also qualify for licensure from the Colorado Department of Education. Career opportunities include: positions in schools, hospitals, practice in association with a range of physicians including otolaryngology, neurology, neurosurgery, psychiatry and pediatrics; rehabilitation centers, and private practice.

**Admission.** Students will be admitted to this limited-enrollment program on the basis of:

1. academic record,
2. Graduate Record Examination scores,
3. at least three letters of recommendation from persons familiar with their academic/clinical performance,
4. a letter of intent.

Admission to the Graduate School does not guarantee admission to the Speech-Language Pathology graduate program.

**Prerequisites.** This program assumes an undergraduate background in speech-language pathology and/or audiology. Students who do not have such a background must fulfill academic requirements as determined by their major advisor and should be prepared to spend a minimum of two additional semesters to complete undergraduate level courses prior to beginning graduate coursework.

*For degree and program requirements, see:*

**Speech-Language Pathology M.A. on page 194**

### **Audiology Au.D.**

This certifying clinical doctoral degree program in audiology (Au.D.) is fully accredited and provides excellent academic, research, and clinical preparation.

Areas emphasized include:

- Basic sciences underlying the hearing and balance mechanisms;
- Diagnosis of hearing disorders in persons ranging in age from infants through older adults;
- Audiological treatment of persons who are deaf or hard of hearing, including counseling and specific treatment procedures for children and adults;
- Diagnosis for and dispensing of hearing aids and other amplification and auditory prosthetic devices;
- Educational audiology for diagnosis and treatment of hearing disorders in early childhood and K-12 educational settings;
- Consultation for and execution of hearing conservation programs for industry, schools and other agencies;
- Instrumentation used in evaluation and treatment of hearing and balance disorders;
- Fundamentals of applied research.

Specific exceptions to Graduate School requirements for doctoral degrees have been approved. These exceptions relate to the dissertation proposal, dissertation, defense of dissertation, advancement to candidacy and doctoral committees. Because of the clinical focus of this degree, rigorous academic standards are maintained through measurement of clinical competencies throughout the program rather than completion of a dissertation. Students will be required to complete a capstone research project.

This program offers extensive supervised clinical experience through the well-equipped UNC Speech-Language Pathology and Audiology Clinic and ancillary clinics in Colorado. The Au.D. program leading to certification is accredited by the Colorado Department of Education (CDE) and by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). Students who complete this program are eligible to apply for the Certificate of Clinical Competence in Audiology from the American Speech-Language-Hearing Association and/or for Board Certification in Audiology awarded by the American Board of Audiology (ABA). Graduates can also qualify for licensure from the Colorado Department of Education and/or the Colorado Department of Regulatory Agencies.

Career opportunities include positions in hospitals; audiology clinics; otolaryngology medical practices; rehabilitation centers; schools; industry; and private practice.

**Admission:** Students will be admitted to this limited-enrollment program on the basis of:

1. academic record,
2. Graduate Record Examination scores,
3. at least three letters of recommendation from persons familiar with their academic/clinical performance,
4. letter of intent.

Admission to the Graduate School does not guarantee admission to the Audiology graduate program.

**Prerequisites:** This program assumes an undergraduate background in audiology and/or speech-language pathology. Students who do not have such a background must fulfill academic requirements as determined by their major advisor

and should be prepared to spend a minimum of two additional semesters to complete undergraduate level courses prior to beginning graduate coursework.

*For degree and program requirements, see:*

**Audiology Au.D. on page 199**

## **COMMUNITY HEALTH**

**Location:** Gunter 2280

**Telephone:** 970.351.2755

**FAX:** 970.351.1489

**Faculty:** Deborah A. Givray, Ed.D.; Douglas Marshall, Ph.D.

**Emeritus Faculty:** Bryan E.M. Cooke, Ph.D.; Larry R. Harrison, M.S.; Jack LaBonde, M.A.; William Parkos, Ph.D.; Kathleen J. Zavela, Ph.D.

### **Public Health M.P.H.**

#### **Community Health Education Emphasis**

Students earning the Master of Public Health with an emphasis in Community Health Education are prepared to assume administrative and coordinating positions in health agencies, hospitals, as well as industrial and educational settings.

The graduate program is designed to accommodate students who wish to earn the M.P.H. degree with an emphasis in Community Health Education on either a part-time or full-time basis. Graduate tuition scholarships and graduate assistantships are available to students on a competitive basis. Careers in the field are multifaceted, requiring knowledge in the scientific and theoretical basis of health promotion/disease prevention as well as skills in communication, public health policy organization and administration.

Students take a broad range of courses covering health and disease processes, effective educational strategies and community health resources. Coursework in Community Health Education is supported by classes from the behavioral, natural and social sciences. Both undergraduate and graduate programs include pre-professional experiences through practica and internships. In addition, students have opportunities to practice health education skills as part of regular classroom activities.

Students who graduate with a degree in Community Health are expected to possess the knowledge and skills needed to enhance the health and well being of people.

Careers in community health are people-oriented, with employment opportunities available for working with individuals and groups of all ages. Examples of such opportunities include: community-wide health promotion programs, tobacco cessation programs, employee health seminars, adolescent health programs, disaster preparedness and wellness programs for people of all ages.

**Admission.** Students must submit with their application at least two letters of recommendation and a typed, one-page statement of career goals.

Students applying with less than a 3.0 GPA for the last 60 semester hours must complete GRE or MAT requirements before the completion of the first semester of attendance.

Students in these programs are prepared to work in population based programs – helping prevent disease and developing positive healthy life-styles.

*For degree and program requirements, see:*

**Public Health M.P.H. on page 189**

**Community Health Education Emphasis**

## CRIMINAL JUSTICE

**Location:** Gunter 1250      **Telephone:** 351.2186  
**Faculty:** Colleen Fitzpatrick, Ph.D.; William A. Perrill, M.A.; Philip L. Reichel, Ph.D.; Mary West-Smith, Ph.D.

### Criminal Justice B.A.

The field of Criminal Justice is interdisciplinary in nature and draws theories and research methodology from disciplines such as sociology, psychology, political science, and public administration. With continuous interaction from faculty advisors, students choose courses from a variety of disciplines depending on interests and career plans. With the support and cooperation of law enforcement, community corrections, victim assistance, and other agencies, the school offers internship opportunities to qualified students seeking practical experiences to assist them in career decisions.

The faculty will educate students to be critical thinkers who can communicate their thoughts effectively in oral and written form. An important ingredient of the criminal justice program is teaching students to use ethical behavior in applying their knowledge as problems and situations change. Graduates will have a comprehensive knowledge of the criminal justice field.

All students meeting UNC admission requirements are eligible for admission to the Criminal Justice degree program. Currently enrolled UNC students changing their major from undeclared or from another major qualify for admission provided they are not on academic probation.

*For degree and program requirements, see:*

**Criminal Justice B.A. on page 98**

**Criminal Justice Minor on page 143**

## DIETETICS

**Location:** Gunter 2280      **Telephone:** 970.351.2755  
**FAX:** 970.351.1489

**Dietetics Faculty:** Alena M. Clark, Ph.D., R.D.; Alana D. Cline, Ph.D., R.D.; Jamie M. Erskine, Ph.D., R.D.; Judith Stauter, M.S., R.D.

**Emeritus Faculty:** Norma E. Egeness, M.A.; Clara E. Funderburk, M.A.; Sherrie L. Frye, Ph.D.; Rhonda Foss Hall, M.A.; Joyce C. Kliwer, Ed.D.; Eleanor M. Peiffer, Ed.D.; JoAnn Taylor, Ed.D.; Doris O. Walters, M.Ed.; Elisabeth P. Wirick, M.A.

### Dietetics B.S.

The Dietetics major offers a wide range of studies applicable to community, clinical counseling, and management aspects of nutrition in health care, food service, and business. The major focus of the bachelor of science degree program in Dietetics is in the field of health. It is a useful and practical area of study for students interested in health maintenance and rehabilitation through the science of nutrition. Physiological, biochemical, and behavioral sciences provide the foundation for study. Students also develop human relationship skills and expertise in addressing nutritional needs for human growth and development throughout the life cycle. Because of the strong science base, this major is supportive of advanced degrees in several health fields.

The undergraduate Dietetics Program provides fundamental knowledge and skills necessary to practice as a professional dietitian according to the competencies established by the Commission on Accreditation for Dietetics Education (CADE), 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606 (311-899-0040, next. 5400). The Dietetics Program is a Didactic Program in Dietetics that is accredited by CADE. Upon completion of the prescribed course of study, students are qualified for entry level careers in community, clinical, consultative dietetics and food service management positions in business and industry. At the senior level, a student is eligible to apply for a supervised practice program (dietetic internship) accredited by CADE of The American Dietetic

Association. After completion of the supervised practice program, the student is eligible to take the registration exam to become a Registered Dietitian.

Note: The School of Human Sciences also offers a CADE accredited dietetic internship. Application is separate from the undergraduate program.

*For degree and program requirements, see:*

**Dietetics B.S. on page 98**

**Nutrition Minor on page 149**

## GERONTOLOGY

**Location:** Gunter 1250      **Telephone:** 970.351.2403  
**FAX:** 970.351.1255

**Gerontology Faculty:** Susan M. Collins, Ph.D.; Robbyn R. Wacker, Ph.D.

### Gerontology M.A.

The Master of Arts in Gerontology prepares students for professional responsibility and leadership in the aging network. Students complete required courses that provide a multidisciplinary foundation in gerontology, and select program electives that will prepare them for working with or on behalf of older adults in direct service, management and administration, further scholarship, or similar professional endeavors.

Graduates find employment in health or mental health related positions, long term care residential or community settings, senior centers, recreation programs, agencies and organizations providing care management and/or administrating policy, community college teaching, industrial and business settings, or private consultation.

**Admission.** The student must send directly to the School of Human Sciences:

1. Two letters of recommendation.
2. Miller Analogies Test scores.
3. A statement of interest covering the following topics (maximum 10 pages double-spaced):
  - a. Why have you chosen gerontology? What factors and events motivated your interest in gerontology? Discuss your attitude and philosophy toward aging in general and your personal aging in particular. Also discuss your attitude or philosophy toward research, community change and advocacy.
  - b. What past exposure have you had to gerontology? Include any coursework or work experience (paid or volunteer) you have had related to aging. If you have had none, provide a justification of your current interest in the field of aging.
  - c. What are your career and educational goals? In what role and in what setting would you ultimately like to be employed? If you do not have a specific goal in mind, what are the areas of interest and what would you like to achieve during your graduate studies.
  - d. How would you describe your strengths and weaknesses? This should cover such areas as academic ability, capacity to work with others, leadership and ability to cope with stress.

*For degree and program requirements, see:*

**Gerontology M.A. on page 183**

**Gerontology Graduate Certificate Program (Non-Degree) on page 218**



## HUMAN SERVICES

**Location:** Gunter 1250      **Telephone:** 970.351.2403  
**FAX:** 970.351.1255

**Human Services Faculty:** Susan M. Collins, Ph.D.; Juliet H. Fried, Ed.D.; Deborah A. Givray, Ed.D.; Joseph N. Ososkie, Ph.D.; Robbyn R. Wacker, Ph.D.

### Human Services B.S.

The undergraduate degree in Human Services provides students with a wide range of knowledge and skills to be able to work in a variety of human service settings. Students take a core curriculum that provides a liberal arts education and tools needed to be a successful professional in the field of human services. Students then select from among multidisciplinary courses, either across the variety of human services content areas, or focused on a content area of specific interest to the student, in community health, gerontology, or rehabilitative services. A hallmark of this program is the field work experiences integrated into the course requirements.

#### Community Health Content

A focus on Community Health Education content prepares the student with the skills and competencies to function in health education settings of all kinds. Examples of such settings include voluntary health agencies, county and state health departments, health promotion programs in business and industry, patient education in hospitals and wellness programs for the elderly, or to enter graduate study in public health.

#### Gerontology Content

A focus on Gerontology content gives students the opportunity to study the human aging processes and to learn skills needed in working directly with the older population. Topics covered are the social, psychological and biological aspects of aging. Students are prepared to work as service providers in social service agencies, senior centers, long term care facilities, in the aging network adult day care and other community organizations, or to enter graduate study in gerontology.

#### Rehabilitative Services Content

The Rehabilitative Services Content educates students in rehabilitative theory and procedures relevant to helping people. Students are prepared to work in a variety of human service settings, such as programs for persons with developmental, mental and/or physical disabilities, drug and alcohol rehabilitation or insurance rehabilitation programs, and centers for independent living, or to enter into graduate education related to the helping professions.

*For degree and program requirements, see:*

[Human Services B.S. on page 105](#)

[Human Services on page 146](#)

## RECREATION AND TOURISM

**Location:** Gunter 1250      **Telephone:** 970.351.2403  
**FAX:** 970.351.1255

**Human Services Faculty:** Diane B. Gaede, Ph.D.; James Gould, Ph.D.

**Emeritus Faculty:** Larry James, M.A.; N.R. Van Dinter, Ed.D.

The Recreation Program has been a pioneer in the design and development of professional recreation curricula since it was established in 1964. The program has been directly responsible for the professional preparation of more than 1,300 students. Graduates have obtained positions in many varied agencies throughout the nation, including the Armed Forces, therapeutic agencies, corporations, sports and fitness centers, voluntary agencies (e.g., YMCA, Campfire, Inc.), universities and city, state and national park and recreation agencies.

## Recreation and Tourism B.S.

The program is committed to providing students with the highest possible quality education. All faculty have had both academic and practical experience in their subject areas and place a special emphasis on excellence in instruction and academic advising.

The program participates in the Recreation Club, subscribes to pertinent job bulletins and maintains detailed files on internship placements available throughout the world. The concept of learning through doing is further emphasized through numerous volunteer opportunities and the internship experience.

A student may earn a bachelor of science degree (non-teaching) in Recreation and Tourism preparing the student to assume entry level leadership roles in tourism and recreation including municipal, youth, commercial, non-profit, outdoor and therapeutic settings.

The Recreation and Tourism program is designed to provide the student with leadership and mid-management skills as well as concepts and theories applicable to a variety of employment settings.

*For degree and program requirements, see:*

[Recreation and Tourism B.S. on page 123](#)

[Recreation and Tourism Minor on page 150](#)

## REHABILITATION

**Location:** Gunter 1250      **Telephone:** 970.351.2403  
**FAX:** 970.351.1255

**Rehabilitation Faculty:** Juliet H. Fried, Ed.D.; Joseph N. Ososkie, Ph.D.

**Emeritus Faculty:** James A. Bitter, Ed.D.; Jack A. Bowen, Ph.D.; John H. Cronin, Ed.D.; Garth M. Eldredge, Ph.D.; Dennis A. Gay, Ph.D.; Raymond E. Nelson, Ph.D.; Vincent A. Scalia, Ed.D.; Richard Wolfert, Ph.D.

The School of Human Sciences houses the only rehabilitation degree programs in Colorado. The following graduate degree programs are offered: Master of Arts: Rehabilitation Counseling; and a Doctor of Philosophy: Human Rehabilitation.

Students in these programs are prepared at two professional levels to work with people with physical and/or mental disabilities. Both graduate programs include experiences through practica and internships.

Careers in Human Rehabilitation are available in areas of direct service, administration, teaching and research.

In addition to the academic programs, the school operates the Region VIII Rehabilitation Continuing Education Program.

### Rehabilitation Counseling M.A.

The mission of the Rehabilitation Counseling program at the University of Northern Colorado is to develop well-educated professional rehabilitation counselors and to improve the quality of life for persons with disabilities in the state, region and the nation through counseling. The University provides services that support equal learning opportunities for all students. Learning occurs in an environment characterized by small classes taught by full-time faculty who are all certified rehabilitation counselors, and some of whom are also certified vocational evaluators.

**Admission.** The student must send **directly to the school:**

1. Two letters of recommendation.
2. Miller Analogies Test scores.
3. A statement of interest covering the following topics (maximum of ten pages doubled-spaced).
  - a. What factors and events motivated your interest in rehabilitation? Discuss your attitude and philosophy in general. Describe your attitude or philosophy toward research, community change and advocacy.

- b. What are your career and educational goals? Why have you chosen rehabilitation counseling as your area of study? In what role and in what organizational setting would you ultimately like to be employed?
- c. What past exposure have you had to rehabilitation? Include any coursework or work experience (paid or volunteer) you have had. If you have had none, provide a justification of your current interest in the field.
- d. How would you describe your strengths and weaknesses? This should cover such areas as academic ability, capacity to work with others, leadership and ability to cope with stress.

### Objectives

1. Students will develop an appreciation for cultural diversity and political values.
2. Students will develop life-long habits of scholarship and service.
3. Students will acquire knowledge and skills that prepare them for careers in Rehabilitation Counseling, Vocational Evaluation, and/or advanced scholarly work.
4. Students will master methods of inquiry to acquire deeper understanding of their discipline.
5. The professional service activities of students will be a resource to the community, state, region and nation.
6. The professional activity of faculty, staff and students extends beyond the boundaries of Colorado, to the region, the nation, and the world.
7. All students who graduate will be eligible to earn the Certified Rehabilitation Counselor (CRC) designation.
8. All students who graduate will be prepared to enter the professional Rehabilitation Counseling field in public and/or private rehabilitation programs.

For degree and program requirements, see:

[Rehabilitation Counseling M.A. on page 190](#)

### Human Rehabilitation Ph.D.

The mission of the doctorate in Human Rehabilitation is to educate individuals in research and instruction in order that they may be prepared to assume leadership and university faculty positions upon graduation. Students are provided opportunities to practice knowledge they attain in courses by conducting research, instructing at the graduate and undergraduate levels, and performing counseling supervision for masters rehabilitation counselors-in-training. The intimate size of the program affords students a chance to work closely with faculty individually and in small seminars.

Admission into the doctoral program in Human Rehabilitation is determined by the graduate faculty of the school, with final approval of the graduate dean.

All doctoral applicants must meet the following criteria for preliminary consideration:

1. Hold a master's degree from an accredited college or university, in Rehabilitation Counseling or a closely allied discipline. The appropriateness of a degree in a related discipline will be determined by the graduate faculty of the school. If the student is deficient in rehabilitation counseling content, the equivalents determined by the student's program committee will be included in the plan of study.
2. Have two years of work experience (or equivalent, as determined by the school's graduate faculty) in the field of rehabilitation. This must include the minimum of one year's experience before receipt of the master's degree and completion of a minimum of two years of work experience before receipt of the doctorate.
3. Participate in a personal interview on request. Admission decisions are based on multiple criteria, without fixed weights for any individual criterion.
4. Please submit a statement of interest (double spaced, no more than 12 pages) addressing the following:
  - a. State why you are interested in pursuing a doctorate in

the field of rehabilitation. Did any life experiences motivate you to seek this degree?

- b. What is your career history and what, if any, role did it play in your decision to pursue doctoral studies?
- c. What are your short-term and long-range educational and career goals? What do you hope to be doing in five years? In ten years? Beyond?
- d. Express your personal attitudes towards individuals with disabilities.
- e. Who do you envision your future consumers to be once you graduate?
- f. Discuss your interest in conducting scholarly research, providing community service, and/or teaching in the field.
- g. Explain your exposure to the field of rehabilitation. Please talk about any coursework, volunteer activities, or fieldwork you have experienced.
- h. Identify your top three strengths or assets as a doctoral student. What are the primary areas in which you need to improve? We are interested, among other things, in academic, interpersonal, communication, problem-solving, planning, organizational, and work ethic skills and abilities. Do you consider yourself to be a people person? Are you creative, visionary, goal-oriented? How do you deal with stress? In short, tell us about your aptitudes as well as strengths you hope to develop.

For degree and program requirements, see:

[Human Rehabilitation Ph.D. on page 209](#)

## SCHOOL OF MATHEMATICAL SCIENCES

Director: Dean E. Allison, Ph.D.

### MATHEMATICAL SCIENCES

**Location:** Ross Hall 2239      **Telephone:** 970.351.2820

**Faculty:** Dean E. Allison, Ph.D.; William L. Blubaugh, Ph.D.; Cathleen Craviotto, Ph.D.; Ricardo L. Diaz, Ph.D.; Anton Dzhamay, Ph.D.; Stephanie Fitchett, Ph.D.; Nancy Geisendorfer, M.A.; Richard M. Grassl, Ph.D.; Shandy Hauk, Ph.D.; Robert L. Heiny, Ph.D.; Steven C. Leth, Ph.D.; Nathaniel G. Miller, Ph.D.; Jodie Dawn Novak, Ph.D.; Michael K. Petrie, M.A.; Robert A. Powers, Ed.D.; Terry A. Scott, Ph.D.; Hortensia Soto-Johnson, Ph.D.; Stacy Swinburn, M.S.; Igor N. Szczyrba, Ph.D.; Angela Tisi, M.A.

**Emeritus Faculty:** William W. Bosch, Ph.D.; Donald D. Elliott, Ph.D.; Jeffrey D. Farmer, Ph.D.; Samuel R. Houston, Ph.D.; Charles R. McNerney, Ph.D.; William D. Popejoy, Ed.D.; John Schmid, Ph.D.; Donald L. Schmidt, Ph.D.; Rex R. Schweers, M.A.; Donald T. Searls, Ph.D.; Robert A. Tolar, Ph.D.

Mathematics and related areas have been important human endeavors since ancient times. Mathematics is a discipline with its own questions, methods and content. It has also been used as a tool to explain the natural world for centuries. Mathematics, statistics and computer science have become essential to almost every other discipline such as the natural sciences, the social sciences, business, and economics.

The School of Mathematical Sciences has faculty in mathematics, mathematics education, statistics and computer science. We offer a variety of undergraduate and graduate programs in these areas. In addition, courses and minors that we offer can be used as important components of a variety of other programs across the university.

## Mathematics B.S.

All undergraduate programs require a core of common courses to provide students with a solid foundation in the mathematical sciences. Thereafter, students can choose from three different emphasis areas depending on their educational interests and goals.

### Applied Mathematical Sciences Emphasis

Expanded scientific, statistical and mathematical knowledge, combined with growing needs in technological as well as social areas, have created increased demands for individuals trained in applied mathematics. Within this emphasis area, students can choose one of three concentrations.

**Applied Computer Science Concentration:** One significant application of applied mathematics is in the area of software development. This concentration will allow the student to be better prepared to take a job with a computer software company or jobs involving a significant use of computer technology.

**Applied Mathematics Concentration:** This concentration focuses on applications of mathematics to real-life problems and includes some supporting computer science and statistics. Graduates are prepared for technical positions in such areas as environmental, governmental, industrial, military, and social settings and for additional graduate study in mathematics and other related disciplines.

**Applied Statistics Concentration:** This concentration focuses on statistical foundations and their applications to problems in varied disciplines, e.g. business, agriculture, medicine, law, literature, psychology and other social sciences, and on the design and analysis of statistical models in a wide variety of settings. Graduates are prepared for positions involving the design and analysis of statistical models in such areas as environmental, governmental, industrial, military, and social settings and for additional graduate study in the areas of applied statistics and operations research.

### Liberal Arts Emphasis

This program permits students to acquire the standard concepts of undergraduate mathematics including calculus, real and complex analysis, differential equations, linear and abstract algebra, discrete mathematics, probability and statistics. Graduates will be prepared to enter a graduate program in mathematics or some other related discipline such as statistics. They may also begin a career in a variety of quantitative settings, including branches of engineering, physical and social science, finance and management, law and medicine.

### Secondary Teaching Emphasis

This program prepares students to teach mathematics, such as arithmetic, algebra, geometry, trigonometry and mathematical analysis and applications at the secondary school level (grades 7-12).

Students entering this program are expected to have the equivalent of four years of high school mathematics that will enable them to begin a study of calculus; students without these prerequisites may be required to take additional courses in algebra and trigonometry before beginning the calculus sequence.

Graduates of this program are prepared and will be qualified for licensure to teach mathematics in grades 7-12 in the state of Colorado. The program also prepares students for graduate study in mathematics education.

*For degree and program requirements, see:*

[Applied Statistics Minor on page 141](#)

[Computer Science Minor on page 143](#)

[Mathematics: Liberal Arts Minor on page 147](#)

[Mathematics: Secondary Mathematics Teaching, Grades 7-12 Minor on page 148](#)

[Mathematics B.S. on page 113](#)

[Applied Mathematical Sciences Emphasis](#)

[Liberal Arts Emphasis](#)

[Secondary Teaching Emphasis](#)

## Mathematics M.A.

Students must have:

- an undergraduate major in mathematics
- an essay of approximately 500 words addressing their interest in the Master of Arts in Mathematics: Emphasis in Liberal Arts degree program and their educational goals.

Generally a B.S. in mathematics or mathematics education with strong mathematics courses is required for admission to this program. Students without the B.S. in mathematics are advised to consult the school for a list of recommended undergraduate courses they should take before entering the program.

### Liberal Arts Emphasis

Applications are not being accepted into the Liberal Arts Emphasis at this time.

The foci of this program are the core areas of algebra and analysis with specialization or breadth available through electives.

A graduate of this program may continue graduate work in mathematics or some other discipline such as statistics. A graduate may also enter a career making use of the knowledge and skills developed in the selected courses; career potential exists in industrial settings, business and governmental service.

### Teaching Emphasis

This program is designed to prepare teachers to be experts in their own classroom. Upon finishing this program they should be able to teach the content of mathematics, assume leadership roles in mathematics curriculum within their schools, and read and understand the professional literature relating to the teaching and learning of their discipline. The emphasis is on preparing teachers for the 21st century with a dynamic and individualized program of study.

*For degree and program requirements, see:*

[Mathematics M.A. on page 186](#)

[Liberal Arts Emphasis](#)

[Teaching Emphasis Requirements](#)

## Educational Mathematics Ph.D.

This program offers an innovative approach to mathematical pedagogy. A basic tenet of the program is that mathematical content is fundamental to methods, research and reform in mathematics education. The program has three major strands: mathematics, mathematics education, and cognition.

Graduates of the program will be prepared to lead the reform of mathematics education. They will be able to teach mathematics at several levels; perform research; and administer and supervise the reform of mathematics education.

**Admission.** Applicants should possess a master's degree in mathematics or mathematics education, or a strong bachelor's degree in mathematics. It is expected that students will have had a senior level or beginning graduate level course in each of abstract algebra, linear algebra, point-set topology, and real or complex analysis. Applicants not having this preparation may be required to take additional courses to prepare them for the coursework in the program. Also required is an essay of approximately 500 words addressing the applicant's interest in the Doctor of Philosophy in the Educational Mathematics program and the applicant's educational goals.

*For degree and program requirements, see:*

[Educational Mathematics Ph.D. on page 205](#)



## SCHOOL OF NURSING

**Director:** Debra Leners, Ph.D..

**Location:** Gunter 3080      **Telephone:** 970.351.2293  
**Fax:** 970.351.1707

**Faculty:** Gayle Johnson Bohrer, M.S.; Audrey J. Bopp, M.S.; Lory Clukey, Ph.D, Psy.D.; Elizabeth Davis, M.S.N.; Julie Deutsch, B.S.N.; Jacalyn Dougherty, Ph.D.; Katrina S. Einhellig, M.S.N.; Priscilla A. Faulkner, M.S.; Janice S. Hayes, Ph.D.; Melissa L. Henry, Ph.D.; Karen Hessler, Ph.D.; Faye I. Hummel, Ph.D.; Katherine R. Johnson, M.S.N.; Maria deMontigny Korb, Ph.D.; Debra Leners, Ph.D.; Bret R. Lyman, M.S.N.; Alison S. Merrill, M.S.; Carol Roehrs, Ph.D.; Rhonda Squires, Ph.D.; Mary Jo Stanley, M.S.N.; Sandra Strobel, M.S.N.; Laurie Walker, M.S.; Vicki W. Wilson, Ph.D.; Lynda Woodson, M.S.N.; Yvonne Yousey, Ph.D.

**Emeritus Faculty:** Sandra C. Baird, Ed.D.; Nancy Quinn Beardslee, Ed.D.; Agnes Biegel, M.S.N.; Adah Bossart, M.S.; Phyllis Drennan, Ph.D.; Joan T. Hurlock, M.S.; Jane E. Koeckeritz, Ph.D.; Virginia Kinnick, Ed.D.; Judith A. Malkiewicz, Ph.D.; Janice Hoot Martin, Ph.D.; Rita Payton, M.S.; Diane Peters, Ph.D.; Judith Richter, Ph.D.; Nancy E. White, Ph.D.

The School of Nursing subscribes to the philosophy that nursing is both an art and a science which promotes, supports and restores optimal health in individuals, families and communities. Nursing is a caring profession that is an integral component of the health care delivery system.

The undergraduate program in nursing is a nine (9) semester program (4 years including one summer) leading to a bachelor of science degree. Qualified students are prepared to be professional nurses and receive a foundation for graduate study in nursing.

Graduate programs are available at the master's and doctoral level. The Ph.D. in Nursing Education offers two levels of entry: BS to MS on campus and MS to Ph.D. online. Graduates are qualified to fill nursing faculty positions in educational institutions and health care agencies.

Nursing students have a variety of clinical experiences in hospitals, nursing homes, industry, schools and community agencies, primarily in northeastern Colorado communities. Clinical practice is concurrent with nursing theory (classes) and is guided by nursing faculty. Health clearance, OSHA requirements, and CPR certification are required.

Graduates of state-approved diploma or associate degree programs in nursing are eligible to apply for admission to the on-line baccalaureate program in nursing. The program to be pursued by R.N. students has been designed to be as flexible and responsive to individual student needs as possible, within the constraints and resources of the School of Nursing.

The Master of Science in Nursing Program has three emphases available: a nursing education with a clinical emphasis in chronic illness, a Clinical Nurse Specialist in Chronic Illness, and the Family Nurse Practitioner emphasis. Full and part-time options are available. Full-time option is available for the nursing education emphasis. Part-time study only for the FNP program.

### Nursing B.S.

The undergraduate program in nursing is a nine semester program leading to a bachelor of science degree. Nursing is an independent professional discipline requiring critical inquiry and discriminating judgment to assist individuals, families and communities to attain and maintain health. Qualified students are prepared as professional nurses and receive a foundation for graduate study in nursing.

**Pre-clinical Major.** Students interested in nursing are accepted as pre-clinical nursing majors if they meet the general admission requirements of the University. Formal application is made to and obtained from UNC's Office of Admissions.

It is highly recommended that students planning a career in nursing include chemistry, biology and algebra in their high school programs. Proficiency in mathematics is essential to success in the nursing program.

Students enrolled in the pre-clinical major will receive academic advisement from members of the School of Nursing faculty.

**Clinical Major.** The designation of pre-clinical nursing major does not assure admission to the clinical nursing program. A separate application and acceptance process during the sophomore year is required for the student to enter clinical nursing courses in the junior year. Forms for applying to the clinical program and information about application procedures are obtained at the School of Nursing during late fall semester.

The following factors will be considered by the nursing faculty in the selection of students:

- GPA calculated on most recent 45 credit hours from UNC or other institution including at least four of the required prerequisites, and must be 3.0 GPA or above. Contact the School of Nursing for specifics on the GPA calculation. Other variables may be utilized for selection criteria;
- Only applicants who, at the time of application, have earned a cumulative grade point average of 2.0 in the required science courses or as many as have been completed of the following: Biology, Anatomy & Physiology I & II, Pharmacology, Pathophysiology, and Biochemistry, will be considered;

The number of students admitted to the clinical nursing program is determined by available resources. Available resources may also limit possibilities for readmission to the program for those students who withdraw for any reason. Scores on selected tests measuring such factors as aptitude, cognitive, affective and psychomotor skills and achievement may be used for advisement.

All students entering the professional clinical nursing major must be certified in cardiopulmonary resuscitation (CPR) for the adult and child/infant (health professional) as evidenced by current CPR card. This certification must be maintained while in the program. Nurse Aid coursework is also required for application. CNA and CPR courses are available outside the School of Nursing.

**Progression.** Nursing majors must earn a minimum grade of "C" or better (C- is not acceptable) or satisfactory in all required nursing courses for progression to the next semester in the nursing major. The nursing program faculty reserves the right to place on probation or to require the withdrawal from the nursing program of any student whom in their professional judgment fails to satisfy the requirements of scholarship, health status and/or performance. A student receiving a grade less than "C" in a nursing course will be readmitted to that course on a space-available basis only.

**RN-BS Progression.** The length of the program for the registered nurse student depends upon the amount of transfer credit and successful completion of prerequisite course challenge examinations, if needed. The Colorado Nursing Articulation Model permits RNs to receive credit for prior nursing course work. Individuals seeking admission must be admitted to the University of Northern Colorado following the procedures outlined in this Catalog. Students should contact the School of Nursing at the same time for information about R.N. criteria for admission to the nursing major and the specifics of the R.N. program.

**L.P.N. Progression.** As an L.P.N., challenge options are available in certain required prerequisite courses. Progression planning for the LPN through the clinical program is done with the Advising Team.

**Policies.** Probation/Termination Policy, Critical Behaviors for Satisfactory Achievement in Clinical Nursing Courses, Withdrawal, Alcohol and Drug Abuse, Cheating/Plagiarism and Health Policies are published in the required Student Handbook.

**Missed or Repeated Courses.** Students who must repeat a clinical nursing course or who fail to enroll or complete a course on their scheduled rotation will be readmitted for clinical courses on a space-available basis only. Courses may not be offered every semester.

**Successive Enrollment.** A student who does not enroll for either required support courses or nursing courses for two successive semesters and has not made prior arrangements with the Assistant Director will not be considered a nursing major.

**Graduation & Licensure.** The Bachelor of Science degree in Nursing will be granted by the Board of Trustees upon recommendation of the faculty of the School of Nursing to those students who have successfully completed the prescribed curriculum with an average of “C” or above.

RN licensure is obtained by passing the national licensure exam which students arrange to take some weeks after graduation.

**Health Policies.** Within the academic year preceding the first clinical course, the student must have met the University's requirements regarding immunizations, received any necessary update in immunizations (such as Rubella Titer, PPD, Diphtheria, Tetanus and Rubeola/Rubella/Mumps) and have on record a completed physical examination. Hepatitis B vaccination is required. Thereafter, an annual PPD is required, as well as completion of OSHA requirements.

**Criminal Background Check.** To comply with clinical agency requirements, all students are required to submit evidence that a criminal background check has been completed.

**School Nurse Provisional Licensure.** Graduates seeking School Nurse Licensure should contact the Teacher Education and Certification Unit of The Colorado Department of Education at 201 E. Colfax Avenue, Denver, Colorado 80203 for an application packet.

**Additional Expenses.** Clinical nursing majors may anticipate the following expenses upon admission to the program.

- Achievement Exams, Books, Technology – \$400
- Uniforms – \$100
- Lab coat – \$25
- Clinical Practice Supplies – \$35
- Health Clearance – approx. \$50 (can vary)
- Rubella Titer – \$15
- Hepatitis B Vaccine – \$150
- Semester Lab Kit – \$70
- Travel – Cost varies
- Criminal Background Check – \$50
- White shoes – \$30

Required uniforms are ordered the semester before clinical assignment. Costs listed here are approximate and subject to change.

**Senior Year Expenses:**

- School pin and picture (optional) – Cost varies
- Travel – Cost varies

**Clinical Practice.** Student practica are offered in agencies according to available resources. All placements require transportation and may necessitate commuting from the Greeley area. Students are responsible for their own transportation to all clinical practicum.

*For degree and program requirements, see:*

[Nursing B.S. on page 118](#)

**Nursing M.S.**

**Clinical Nurse Specialist in Chronic Illness (CNS) Emphasis**

The Master of Science degree in Nursing with an emphasis in the CNS prepares students in the roles of clinician, educator, researcher, and consultant. The CNS emphasis prepares the post baccalaureate nursing student to be on the Colorado

Advanced Practice Registry in the area of care for the chronically ill adult or child. The program is consistent with the American Association of Colleges of Nursing guidelines. Full time and part-time options are available. Health policies, OSHA requirements, CPR certification and criminal background checks are required for clinical practicum experiences.

The program provides the graduate with the expertise to function in an autonomous nursing role. The graduate is eligible to be recognized as an Advanced Practice Nurse from the Colorado State Board of Nursing with all the rights and privileges associated with this title.

**Education Emphasis**

The Master of Science degree in Nursing prepares post-baccalaureate nursing students as nurse educators for either academic or inservice settings with clinical emphasis in case management of the chronically ill child or adult. The program is consistent with the characteristics of graduate education accepted by the American Association of Colleges of Nursing. Full-time and part-time options are available. Health policies, OSHA requirements and CPR certification are required.

This program provides expertise valuable for positions in education, community college settings, institutions of higher education, community health settings and institutions that provide inpatient care for the chronically ill child or adult.

**Family Nurse Practitioner (FNP) Emphasis**

The Master of Science degree in Nursing with an emphasis in FNP prepares the post-baccalaureate nursing student for advanced clinical practice in primary care of families. The graduate is eligible to apply for national certification from the American Nurses Credentialing Center or American Academy of Nurse Practitioners. Part-time study only. Health policies, OSHA requirements, CPR, ACLS certification, and criminal background check are required.

The program provides the graduate with the expertise to function in an autonomous and collaborative role as a Family Nurse Practitioner (FNP) who provides primary care in a variety of settings. The graduate is eligible to be recognized as an Advanced Practice Nurse from the State Board of Nursing with all the rights and privileges associated with this title.

*Master's student admission requirements*

1. A bachelor's degree from an NLN or CCNE accredited institution with an upper division major in nursing.
2. Eligibility for Colorado licensure as a registered nurse.
3. A minimum grade point average of 3.0 on the baccalaureate level.
4. Two letters of reference.
5. A statement of career goals.
6. One year of clinical experience is preferred.
7. A personal interview may be required.

*For degree and program requirements, see:*

[Family Nurse Practitioner \(FNP\) Graduate Certificate Program \(Non-Degree\) on page 218](#)

[Nursing Education Graduate Certificate Program \(Non-Degree\) on page 219](#)

[Nursing M.S. on page 189](#)

[Clinical Nurse Specialist in Chronic Illness \(CNS\) Emphasis](#)

[Education Emphasis](#)

[Family Nurse Practitioner \(FNP\) Emphasis](#)

[Transcultural Nursing Graduate Certificate Program \(Non-Degree\) on page 219](#)

## Nursing Education Ph.D.

The Doctorate of Philosophy in Nursing Education prepares nurses who provide professional leadership in nursing education, the scholarship of teaching, practice and research in the discipline. The program has two entry options: Bachelor's in Nursing (BS) to Ph.D. or the traditional Master's to Ph.D.

### Admission requirements

1. Completion of a bachelors of science in nursing from an accredited school or completion of a bachelors in nursing and a master's degree.
2. Admission to the Graduate Program of UNC:
  - a. GRE scores must have been taken within 5 years of application date, i. Verbal and quantitative scores (800 possible on each) must add up to at least 1000 total, and no less than a 400 on either, ii.) Analytical writing skills (6.0 possible) must be at least 3.5.
  - b. GPA 3.0 minimum (4.0 scale).
  - c. Two copies of all transcripts from any academic work post high school (if previous coursework was from UNC, no copies are required).
3. Current RN licensure.
4. Three letters of recommendation:
  - a. One addressing the applicant's experience with/interest in/potential for nursing education, and professional leadership skills.
  - b. One from a doctorally prepared nursing educator addressing the applicant's academic potential.
  - c. One letter from a reference of the student's choice.
5. Personal statement of future goals/interest in nursing education.
6. Interview with nursing faculty (scheduled by telephone or in person).

Although nursing practice experience is not required for admission, students will be advised from the beginning of the program about their level of clinical expertise. Students who need to develop more practice experience will be advised about nursing employment during the months/weeks when school is not in session. In addition, clinical experiences are built into required curriculum hours.

For degree and program requirements, see:

**Nursing Education Ph.D. on page 211**

## SCHOOL OF SPORT AND EXERCISE SCIENCE

Director: David K. Stotlar, Ed.D.

### SPORT AND EXERCISE SCIENCE

Location: Gunter 2590

Telephone: 970.351.2535

Fax: 970.351.1762

**Faculty:** Ann T. Bentz, Ph.D.; Robert J. Brustad, Ph.D.; Shannon M. Courtney, M.A.; Dianna P. Gray, Ph.D.; Reid Hayward, Ph.D.; Gary D. Heise, Ph.D.; Jani Malkiewicz, M.A.; Melissa A. Parker, Ph.D.; Tim B. Ramsey, M.A.; Carole M. Schneider, Ph.D.; Linda A. Sharp, B.A., J.D.; Christina Sinclair, Ph.D.; Jeremy D. Smith, Ph.D. Mark A. McKain, Jr., Ph.D.; Megan Babkes Stellino, Ed.D.; Jim Stiehl, Ph.D.; David K. Stotlar, Ed.D.; James V. Turk, M.S.

**Emeritus Faculty:** Mary A. Behling, Ph.D.; Thomas R. Benich, M.A.; Robert Blasi, M.A.; Cynthia Carlisle, Ed.D.; Carolyn A. Cody, Ph.D.; Carolyn Ann Dennehy, Ph.D.; Margaret E. Everett, M.A.; Jean A. Hedberg, M.A.; William C. Heiss, Jr., M.A.; Christy A. Howard, M.S.; Virgil Y. Lindahl, M.A.; Theresa M. Malumphy, Ph.D.; Harold L. McKain, Jr., Ph.D.; Robert A. Montgomery, Ed.D.; L. Carol Mosser, M.A.; D. Allen Phillips, Ed.D.; Bobby H. Rollins, M.A.; Anthony M. Rossi, M.A.; George H. Sage, Ed.D.; Doris C. Steffy, M.A.; Nancy Van Anne, Ph.D.; Thurman Wright, D.P.E.

The School of Sport and Exercise Science has a long and distinguished history of preparing individuals to assume leadership roles in sport and physical activity settings, and subscribes to the philosophy that physical activity and sport contribute to the overall quality of life. To this end the School offers a variety of majors related to teaching, fitness and exercise science, biomechanics, sport psychology, and the management of sport. Majors in these diverse fields provide students with the necessary coursework and experience to serve as a foundation for careers in the professions of physical education, athletic training, exercise science, sport psychology, and sport management.

**Undergraduate emphasis areas** are available in athletic training, exercise science, physical education K-12 teaching, and physical education liberal studies. Minors are offered in coaching, physical education K-12 teaching, outdoor education, and youth development. The undergraduate curriculum is comprised of both required and elective courses that provide opportunities for developing expertise in understanding human movement from early childhood through adulthood. Courses provide a scientific basis for the study of physical activity, emphasizing theoretical and practical approaches to the development and improvement of human performance. Each emphasis provides classroom, field, laboratory and supervised practical experiences.

**Graduate programs in sport and exercise science** provide an opportunity to go into greater depth in the study of human movement, pedagogy, delivery of sport and activity in the outdoors, sport administration, and working with youth. Both theory and professional applications are emphasized. The doctoral program seeks to develop critical thinkers with the conceptual and methodological tools for conducting meaningful research, and prepares individuals to teach courses at the college level and assume leadership positions in their respective disciplines.

Many research opportunities are available in the laboratories used by the School of Sport and Exercise Science. Facilities are available for the study and analysis of teaching physical education. The teaching research laboratory is equipped with state-of-the-art interactive video and computer equipment that is available for student and faculty use. This laboratory is the focal point for the analysis of teaching physical education. The University also operates a large challenge course and indoor climbing facility.

Biomechanical facilities include a motion analysis system for three-dimensional data acquisition using video cameras and computerized data reduction to determine the mechanical



parameters of total body motion. There is a computerized system for acquiring electronic data through the use of a force platform.

Research in social psychology is primarily conducted with individuals in natural or “field” settings. The Sport Marketing Research Institute conducts marketing and other industry research for Colorado and western region sport organizations. Housed within the Ben Nighthorse Campbell Health and Human Sciences Center is the Rocky Mountain Cancer Rehabilitation Institute, one of the first programs of its kind in the United States. In addition, laboratory equipment is also available for motor learning and motor control research.

### **Sport and Exercise Science B.S.**

#### **Athletic Training Emphasis**

This program is designed for the undergraduate who wishes to prepare for a career as a Certified Athletic Trainer. Preparation for this allied health profession focuses on the areas of prevention, management and rehabilitation of injuries that occur in sport. Upon successful completion of this program, the student will have fulfilled the requirements to take the National Certification Examination administered by the Board of Certification.

**Admission.** The designation of Athletic Training as a major does not assure admission to the Clinical Athletic Training Program. The number of students enrolled in the clinical program is limited. Students must make a separate application to the Clinical Athletic Training Program, typically during the fall semester of their sophomore year.

Applications are only accepted during fall semester. Prior to application, students must complete the prerequisite courses: BIO 110; BIO 245, CHEM 281, SES 181, SES 220, SES 233, and SES 380. To apply SES students must possess a minimum GPA of 2.8. Admission is based on available openings, GPA grades in the prerequisite courses, prerequisite exam and an interview.

#### **Exercise Science Emphasis**

The Exercise Science program is designed to provide students quality academic and professional preparation in the scientific study of human movement. The program offers a sound theoretical foundation and practical applications. Graduates will be prepared to work in one or more of the following areas: cardiac rehabilitation, corporate fitness, occupational fitness, work rehabilitation, gerontological fitness, fitness and exercise program management, conditioning of athletes, biomechanics, ergonomics, sport and exercise leadership, and/or stress management. Students preparing for physical therapy school or a health-related professional school should consult with a faculty advisor. The Exercise Science program is a National Strength and Conditioning Association (NSCA) education recognition program.

#### **Physical Education Liberal Studies Emphasis**

Physical Education and sport have become diverse fields with multiple career opportunities. This emphasis combined with an appropriate minor enables students to combine sport and physical education interests with another discipline in preparation for the continually changing world of sport. Students who select this emphasis are **not** eligible for teacher licensure in Sport and Exercise Science.

#### **Physical Education K-12 Teaching Emphasis**

The mission of the Sport and Exercise Science teaching program is to prepare professionals capable of delivering programs that promote self-directed, responsible, physically active lifestyles in school-aged children and youth across the state and region. The focus of Physical Education Teacher Education is to graduate entry level professional physical educators who possess a personal and professional commitment to physical activity and will demonstrate the knowledge and skills requisite to promoting learning in the area of physical activity.

*For degree and program requirements, see:*

**Sport and Exercise Science B.S. on page 129**  
**Athletic Training Emphasis**

**Exercise Science Emphasis**

**Physical Education Liberal Studies Emphasis**

**Physical Education K-12 Teaching Emphasis**

**Sport and Exercise Science: Coaching Minor on page 151**

**Sport and Exercise Science: Outdoor Education Minor on page 151**

**Sport and Exercise Science: Physical Education (K-12) Teaching Minor on page 152**

**Sport and Exercise Science: Youth Development Minor on page 152**

### **Sport and Exercise Science M.S.**

#### **Exercise Science Emphasis**

Exercise Science is the integrated study of human movement. Concentrations within this discipline include biomechanics, exercise physiology and social psychology of sport and physical activity.

#### **Sport Administration Emphasis**

The curriculum follows the guidelines set for the preparation of students in sport management by the National Association for Sport and Physical Education and the North American Society for Sport Management. Students are prepared to assume positions in the management of sport in collegiate athletic programs and professional, Olympic and commercial sport business. The M.S. program requires a minimum of 30 hours.

#### **Sport Pedagogy Emphasis**

The Sport Pedagogy Master of Science degree is designed for individuals who have relevant experience in their chosen concentration and who plan to provide leadership in that concentration. Sport pedagogy involves the complex and idiosyncratic activity of teaching. Students in this program examine different assumptions, conceptions, and paradigms of teaching physical activity and sport. Furthermore, they have opportunities to practice and reflect on the art and science of teaching using various models in assorted settings with diverse populations.

#### **Physical Education, M.A.T.**

The Master of Arts in Teaching degree is an off-campus degree designed for those students wishing to further their teaching expertise through the application of theory to practice. This degree provides in-service teachers with the skills, knowledge, and dispositions to enhance their professional development toward accomplished practice

#### **Sport and Exercise Science Post Baccalaureate Licensure Program**

The Post Baccalaureate licensure program allows students with an undergraduate major in sport and exercise science or related areas to obtain teacher licensure.

**Admission.** Applicants must submit an application form, official transcripts, letter of intent/career goals statement, two letters of recommendation from persons who can attest to the applicant's academic ability, and processing fee directly to the Graduate School. Applicants are encouraged to visit the campus to meet with program area faculty. Admission to the program occurs for the fall or summer semesters only. The Master's in Sport Administration curriculum is a limited enrollment degree program. Students who complete the application process by February 15 are given priority screening for fall or summer admission of that year. The application period normally closes on August 1 for fall admission.

*For degree and program requirements, see:*

**Sport and Exercise Science M.S. on page 195**

**Exercise Science Emphasis**

**Sport Administration Emphasis**

**Sport Pedagogy Emphasis**

## Sport and Exercise Science Ph.D.

The Doctor of Philosophy in Sport and Exercise Science is offered through the School of Sport and Exercise Science.

### Exercise Science Emphasis

Students pursuing the Exercise Science emphasis select one concentration area: 1) biomechanics, 2) exercise physiology, and 3) social psychology of sport and physical activity.

### Sport Administration Emphasis

This curriculum follows the guidelines set for the preparation of students in Sport Management by the National Association for Sport and Physical Education and the North American Society for Sport Management. The program is designed primarily to prepare students for academic positions in higher education. Some students may choose to apply their doctoral course work in careers in the management of sport in collegiate athletic programs, professional, Olympic, or commercial sport business.

### Sport Pedagogy Emphasis

The Sport Pedagogy emphasis prepares students for academic positions in comprehensive universities, particularly as teacher educators. Students are afforded the coursework, research, and practical experiences necessary for providing leadership on teacher education and conducting educational research. Students will have the opportunity to gain practical experience in pedagogy. They will also have opportunities to participate in ongoing research efforts within the School of Sport and Exercise Science (SES). SES has a well-equipped research laboratory for the study of teaching and various forms of graduate experiences are available in this area.

**Admission.** Applicants must submit an application form, official transcripts, three letters of recommendation from persons who can attest to the applicant's academic ability, Graduate Record Examination General Test Scores and processing fee directly to the Graduate School. Materials required for admission to the program are: a resume, a written statement of career goals and research interests. Additionally, sport administration applicants should submit an essay on a current issue in sport business. Applicants are encouraged to visit the campus to meet with program area faculty. Although admission decisions are made throughout the academic year, the faculty prefers that students begin the program in the fall semester. Students who complete the application process by February 15 are given priority screening for fall admission of that year and have increased opportunities for financial assistance. The application period normally closes on August 1 for fall admission.

For degree and program requirements, see:

[Sport and Exercise Science Ph.D. on page 214](#)

[Exercise Science Emphasis](#)

[Sport Administration Emphasis](#)

[Sport Pedagogy Emphasis](#)

## OTHER PROGRAMS IN THE COLLEGE OF NATURAL AND HEALTH SCIENCES

### GRADUATE INTERDISCIPLINARY DEGREE PROGRAM M.A.

#### Graduate Interdisciplinary Degree Program M.A.

#### Middle Level Mathematics Teaching Emphasis

This program is designed to prepare professional teachers currently working in K-8 education with mathematical content and pedagogical expertise to teach mathematics at the middle level (Grades 6-8). Upon finishing this program they should be able to teach the mathematical content at this level, assume leadership roles at their sites, perform action research in their own classrooms and read and understand the relevant professional literature. The program focuses on mathematics content, and the mathematics courses are taught in a manner consistent with the process standards of the NCTM. This program emphasizes the mathematical and professional preparation to meet national standards and the need for excellent mathematics education in the 21st century.

The program combines professionalized mathematics courses appropriate for middle school teachers (Mathematics for Teaching (MFT)) with courses in mathematics education, pedagogy and practice (Mathematics Education (MED)). Students may include some appropriate electives in other areas of education.

**Admission** Generally, a B.A. or B.S. in any area with (at least one year of) teaching experience in K-8 education is required; a current professional teaching position is preferred. Students must submit an essay of approximately 500 words addressing their interest in the Master of Arts in Interdisciplinary Studies with Emphasis in Middle Level Mathematics Teaching and their educational goals.

#### Natural Science K-12 Teaching Emphasis

The Emphasis in Natural Science K-12 Teaching is a comprehensive program coordinated by the MAST Institute. It provides practicing K-12 teachers with advanced study focusing on the following themes: increased science content knowledge; competency in the sciences; diversity and equity in teaching strategies; and the teacher as researcher. Thesis and Non-thesis options are available for the M.A. degree. Research experiences are molded around the teacher's interests. Courses are offered on campus and online. The program combines science courses directed towards topics applicable to K-12 science teaching with courses in science education, pedagogy and practice.

**Admission:** Generally a bachelor's degree with at least one year of teaching experience in K-12 education is required; a current professional teaching position is preferred. Students must submit an essay of approximately 500 words addressing the interest in this program, their educational goals, and topics of potential research interest.

# COLLEGE OF PERFORMING AND VISUAL ARTS



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## OFFICE OF THE DEAN

**Location:** Guggenheim 204      **Telephone:** 970.351.2515

**Dean:** Andrew Jay Svedlow, Ph.D..

**Assistant Dean:** Vergie Amendola, M.M.

The University of Northern Colorado's College of Performing and Visual Arts draws on the extensive resources of the University and the Front Range region of Colorado to provide an outstanding milieu conducive to the development of arts professionals. Our students have transformative and inspiring experiences in a first-class environment that includes advanced technology laboratories in all the arts, contemporary dance studios, traditional and experimental theatre spaces, unparalleled music resources, and studios in the diverse disciplines of the visual arts. The College combines the best of the time-honored academy tradition and the most current and prescient ideas in the arts with the liberal arts education of a major university.

The College of Performing and Visual Arts has an exceptional reputation for offering in-depth study of music, theatre arts, dance, and art and design. The College offers undergraduate and graduate degrees, as well as lifelong learning programs that integrate up-to-date facilities, accessible and highly acclaimed faculty members, practicum experiences with leading arts agencies, and the rich cultural attractions of the region into a well rounded and valuable curriculum.

Whether you are interested in becoming a high school art teacher, an orchestra conductor, a choreographer of modern dance, a stage manager, graphic designer, composer of contemporary jazz, a performance artist, actor, graphic designer, or any one of hundreds of arts professions, you will find the University of Northern Colorado the place to expand and nurture your talent. If you choose to join the College, and its distinguished and accomplished faculty, you will be following in the footsteps of alumni who have been succeeding in and creating the arts of today and the future.

Performance based standards for degree programs in the College of Performing and Visual Arts are available online at <http://arts.unco.edu/pva/assessment/default.html>.



# SCHOOL OF ART & DESIGN

**Director:** Dennis Morimoto, Ed.D.

**Location:** Guggenheim 103 **Telephone:** 970.351.2143

**Faculty:** Connie Bethards, Ph.D.; Michael A. Coronel, M.A.; Lauren Eisen, M.F.A.; Mark Fetkewicz, M.F.A.; Sieger Hartgers, M.A.; Michael Lemke M.F.A.; Dennis Morimoto, Ed.D.; Kenneth Price, M.A.; Thomas Stephens, M.F.A.; Connie Stewart, Ph.D.; Andrew Jay Svedlow, Ph.D.; Anna Ursyn, Ph.D.

The School of Art & Design offers the opportunity to study the artistic aspects of our heritage, our culture, visual communications and personal artistic expression, as well as the arts of other cultures and civilizations. It is the purpose of the school to provide a comprehensive education in the visual arts through studio practice, art history, cultural studies, and critical studies.

Students learn to produce works of art in a variety of media and to understand the processes of various art forms as they relate to personal expression and professional application. Through the programs of the School of Art & Design, students learn to analyze and make reasoned, critical judgments about the significance and quality of works of art. This approach gives students an excellent background for recognizing and understanding art in context, which is necessary preparation for many careers in the visual arts.

In addition, students pursuing Art Education Studies will have demonstrated the ability to teach art effectively in grades K-12.

## Art & Design B.A.

### Art Emphasis

The art emphasis is a liberal arts program designed to give students broad exposure to the studio arts and art history.

It prepares the artist and craftsman. It is an ideal preparatory program for students planning to do advanced or graduate study in art and art history.

### Visual Communication Design Emphasis

The visual communication design emphasis prepares students for careers in the commercial fields of art, such as computer graphics, graphic design, illustration, advertising, photography, publications, and other areas of visual communications.

Students work toward the completion of a required professional quality placement portfolio.

**Graphic Design Concentration.** This program prepares students to work as visual thinkers and communicators using a variety of traditional print and emerging electronic media. Students are prepared to work professionally as designers, art directors, creative directors, and illustrators for design firms, corporate design groups, advertising agencies, publishers, television stations, or nonprofit organizations.

**Photographic Imaging Concentration.** Courses in photographic imaging have been designed to increase an understanding of the most universal language in the world today - that of photographic images. Courses are designed to provide experiences in the fundamentals of photographic imaging which will lead to the achievement of objectives. Traditional photographic techniques, as well as experimental, non-traditional, and digital imaging techniques, are included in the curriculum.

### Art K-12 Teaching Emphasis

The art education emphasis is a K-12 teacher education program preparing students to teach visual arts in elementary, middle, and secondary schools. The art education program requires competency in visual art technique and processes, analysis of the place of the arts in our historical heritage and current community, and the ability to apply the arts to human growth and learning. Satisfactory completion of requirements leads to K-12 art education licensure.

## Admission Process and Portfolio Review

Students planning to major or minor in Art & Design must submit an application and an entry portfolio, consisting of artwork and essay. Application form and instructions are available in the School of Art & Design office, or on their webpage, [www.arts.unco.edu.visarts](http://www.arts.unco.edu.visarts).

Declaring an Art & Design major or minor does not assure admission to the program.

After successful acceptance of entry application, new Art & Design students must complete the Freshman Foundation requirements before they can begin their advanced art studies. The Freshman Foundation Courses include Art 181, 182, 183, 184, & 234 which must be completed with a 3.0 GPA. Students also must successfully complete the Foundation Portfolio with a minimum score of 3 on a 4 point scale. Students then choose an Art Emphasis program (Art, Visual Communication Design, or Art K-12 Teaching) or the Art & Design Minor Program.

It is important to note that the Art & Design major cannot be completed within 2 years. The first year is spent in completing the Freshman Foundation courses and requirements. Seniors and transfer students considering applying to the Art & Design program are advised that it is not possible to complete requirements in fewer than four regular semesters.

Should the number of qualified applicants exceed space available in required courses, the school will admit only those students ranking highest in cumulative grade point averages.

### Senior Portfolio

An exit level Senior Portfolio assessment is required prior to graduation. The portfolio consists of work from the student's concentration area. Students are evaluated on their knowledge and successful demonstration of: professional portfolio preparation of art work, art history and cultures, and verbal and written critical analysis.

*For degree and program requirements, see:*

**Art & Design Minor on page 141**

**Art & Design B.A. on page 87**

**Art Emphasis**

**Visual Communication Design Emphasis**

**Art K-12 Teaching Emphasis**

## Art & Design M.A.

The graduate program in the School of Art & Design leads to the Master of Arts degree. It offers an in-depth and individualized course of study. The program provides opportunities for students who want to develop advanced expertise in art education, art history, and studio arts. Courses from any of the program areas are suitable for the K-12 art educator seeking a Master's degree. The M.A. degree can also be used in preparation for further, more advanced, graduate studies. It is the goal of the School of Art & Design to encourage, foster, and provide academic rigor and artistic excellence.

**Admission** to the Master of Arts in Art & Design degree program is approved by the faculty of the School of Art & Design following an evaluation of the applicant's admission materials. At the time of application to the Graduate School, application materials should be sent to: Coordinator or Graduate Studies, School of Art & Design, University of Northern Colorado, Greeley, CO 80639. Application materials include a portfolio of no less than 20 different pieces of current work in the proposed area of study submitted in one of the following formats: 35mm color slides of professional quality, or a CD or DVD containing digitized images of work in a format which will open on either a Mac or PC (Power Point, jpeg, pdf, etc.), a typewritten statement by the applicant elaborating the reasons for pursuing advanced studies in art or art education, statement to be two pages in length and an example of writing ability; three letters of recommendation, preferably from professionals working in the field; and a current resume. For more information, contact the Coordinator or Graduate Studies.

**Prerequisites.** Students who have completed an undergraduate degree in art or art education or the equivalent and whose grade point average is a minimum of 3.0 based on the last 60 semester hours of coursework may apply for the Master of Arts degree program in the School of Art & Design. An applicant who does not have an undergraduate major in art or art education, or its equivalent, will be required to complete specified coursework or areas of study before beginning the program.

*For degree and program requirements, see:*

**Art & Design M.A. on page 175**

## SCHOOL OF MUSIC

**Director:** H. David Caffey, M.M.

**Associate Director:** Lauren Murray, D.M.A.

**Location:** Frasier Hall 108      **Telephone:** 970.351.2993

**Graduate Coordinator:** Robert Ehle, Ph.D.

**Faculty:** Vergie Amendola, M.M.; Erik Applegate, M.M.; H. Gray Barrier, M.M.; Jonathan Bellman, D.M.A.; Diane Bolden-Taylor, M.M.; Jason Byrnes, D.M.; Andrew Dahlke, D.M.A.; Galen Darrough, D.M.A.; Stefan Eckert, Ph.D.; Robert Ehle, Ph.D.; Richard C. Fuchs, M.M.; Julian Gomez-Giraldo, M.M.; Russell Guyver, D.M.A.; Charles A. Hansen, D.M.A.; Robert Al Harding, D.M.E.; Caleb Harris, M.M.; Errol Haun, D.M.A.; Marian K. Hesse, M.M.; Deborah Kauffman, D.M.A.; Dana B. Landry, M.M.; Brian Clay Luedloff, M.F.A.; Melissa Malde, D.M.A.; Lesley Manning, M.M.; Richard G. Mayne, Ph.D.; Charlotte R. Mills, D.A.; Mark Montemayor, Ph.D.; Kathy Bundock Moore, Ph.D.; Robert Murray, D.M.A.; Kenneth Singleton, D.M.A.; Lei Weng, M.M.; James White, M.A.; Juliet T. White-Smith, D.M.A.; Nathaniel G. Wickham, D.M.A.; William Wilson, M.M.

Approximately 450 music majors annually have made UNC's School of Music their choice for many reasons. The School of Music offers nationally recognized faculty with specialists on every instrument. There are more than 50 performing ensembles, a number of which are nationally recognized.

The UNC School of Music, with 37 full-time and 20 part-time faculty, is organized into seven program areas, each with an area head. The program areas are Winds and Percussion, Strings, Keyboard, Vocal, Academic Studies, Music Education, and Jazz Studies.

Students may choose from a full range of degrees, bachelor through doctoral programs, and from emphases in performance, conducting, music education, music theory, jazz studies, and music history. Considerable variety and depth of course offerings are available at UNC.

General objectives of the University of Northern Colorado School of Music are based on service and leadership in the arts at local, state, regional, national and international levels.

An integral unit within the University, the School of Music embraces the role and mission statements of the University of Northern Colorado and has designed its goals and objectives to support and enhance institutional purposes and directions.

The primary goal of the UNC School of Music is to develop skilled and sensitive musicians at the undergraduate, master's and doctoral levels, including performers, conductors, educators, composers, historians, theorists and music administrators. The UNC School of Music maintains a two-fold objective of providing the strongest preparation possible in music education, theory, and history, while encouraging the highest standards of performance.

School of Music graduates are well regarded in the professional world. UNC-prepared educators hold positions at universities, colleges, high schools, junior high and elementary schools throughout the United States and the world. School of Music performance graduates are found in professional symphony orchestras, opera and musical theatre repertory companies, the nation's premier military

ensembles, prominent free-lance positions in metropolitan centers, and in professional chamber ensembles and jazz bands.

### Major Musical Organizations

- MUS 267/MUS 467/MUS 667 University Symphony Orchestra
- MUS 268/MUS 468/MUS 668 Chamber Orchestra
- MUS 280/MUS 480/MUS 680 Mixed Concert Choir
- MUS 281/MUS 481/MUS 681 Women's Glee Club
- MUS 284/MUS 484/MUS 684 Men's Glee Club
- MUS 288/MUS 488/MUS 688 Concert Band
- MUS 290/MUS 490/MUS 690 Symphonic Band
- MUS 291/MUS 491/MUS 691 Wind Ensemble

### Undergraduate Admission Requirements

Students planning to major in music are required to submit an application to the School of Music. The music application and appropriate instructions are provided by the Admissions Office upon request, or upon receipt of an Application for Admission that specifically indicates a music major. Auditions are required of all applicants to the School of Music. Information concerning auditions may be requested from the School of Music, University of Northern Colorado, Frasier Hall, Greeley, Colorado 80639, phone 970.351.2993 or at our website <http://arts.unco.edu/music/admissions.html>

Students meeting the general admission requirements of the University may be accepted as undeclared majors. Students will be designated as music majors and accepted by the School of Music after a successful audition.

**Minimum Proficiencies.** Minimum proficiency in music fundamentals and ear training as assessed by the Music Theory Placement Exam to enter MUS 113/114.

### Music B.A.

#### Liberal Arts Emphasis

The Bachelor of Arts degree with a major in music is a program designed for the study of music within a liberal arts curriculum. It emphasizes broad coverage of the field of music, including coursework in music theory and literature and the development of performance skills and competencies.

The program is appropriate for undergraduates who wish to major in music as a part of a liberal arts program irrespective of specific career aspirations.

*For degree and program requirements, see:*

**Music B.A. on page 115**

**Liberal Arts Emphasis**

**Music: Liberal Arts Minor on page 148**

### Music B.M.

#### Composition Emphasis

#### Instrumental Performance Emphasis

#### Jazz Studies Instrumental Emphasis

#### Piano Emphasis

#### Vocal Performance Emphasis

The Bachelor of Music degree is the initial professional degree in music. Its primary emphasis is on development of the skills, concepts and sensitivity essential to the professional life of a musician. It also prepares students for advanced study in graduate school.

*For degree and program requirements, see:*

**Music B.M. on page 115**

**Composition Emphasis\***

**Instrumental Performance Emphasis**

**Jazz Studies Instrumental Emphasis**

**Piano Emphasis**

**Vocal Performance Emphasis**

**\*Admission.** Students seeking admission to this program must have completed MUS 213, MUS 214, MUS 215 and MUS 216 with minimum grades of "B." They must submit copies of their written compositions for evaluation by their theory/composition faculty. This process will normally take place at the end of the sophomore year.

\*Students are admitted as undergraduate majors to the composition program only after an audition, interview and thorough assessment of a portfolio of their compositions by the faculty of the theory/composition program.

\*Students seeking this major must demonstrate adequate keyboard skills as well as advanced skills in musical analysis and composition. Composition majors at the undergraduate level must have either keyboard, vocal or instrumental performance competence equivalent to that expected of a Bachelor of Arts student.

## Music Education B.M.E.

### Instrumental Music K-12 Teaching Emphasis

### Vocal, Piano and General Music K-12 Teaching Emphasis

The Bachelor of Music Education degree emphasizes competencies in basic musicianship and professional education and breadth of general studies, with attention to attitudes relating to human considerations and to social, economic and cultural components that give individual communities their identity.

The degree program assists students in becoming broadly based, knowledgeable and skilled school music educators with licensure to teach Music K-12.

*For degree and program requirements, see:*

**Music Education B.M.E. on page 117**

**Instrumental Music K-12 Teaching Emphasis**

**Vocal, Piano and General Music K-12 Teaching Emphasis**

### Graduate Admission Requirements

Prerequisite to admission to any graduate program in Music is completion of an appropriate undergraduate music degree. Admission will be based on an evaluation of the student's competencies and the content of the undergraduate program.

The student must take the appropriate Advisory Examinations in Music Education, Music History, and Music Theory administered by the School of Music faculty upon the student's arrival on campus. Students with an instrumental emphasis may be required to take written examinations on technique in their performance area.

All graduate students enrolling in the School of Music as majors are expected to attend major recitals, concerts, productions, and convocations on a regular basis as part of their course program.

Candidates will take a written comprehensive examination at a time approved by their major advisor.

**Master's Programs.** An audition in the major applied area is required of all entering graduate students, and three letters of recommendation are also required of Music Education majors.

**Doctoral Program.** An audition in the major applied area is required of all entering graduate students. A minimum of two years public school teaching experience is required of D.A. (Music Education) applicants. Three letters of recommendation are required of all applicants.

## Music M.M.

The degree program seeks to assist graduate candidates in developing advanced professional competencies in performance, scholarly abilities, research, and pedagogical techniques for use in the profession or for instruction in higher education.

**Admission.** Residency, when stated in the music section of this Catalog, is interpreted to mean 9 credit hours or more per semester.

The candidates must take the Advisory Examinations in Music History and Literature, Music Theory, and writing skills. Candidates with deficiencies will meet with their major advisor and other appropriate faculty to determine the best way to address the deficiencies. An entrance audition is required.

### Collaborative Piano Emphasis

### Conducting Emphasis

This emphasis is designed to assist the graduate candidate in developing advanced professional competencies in conducting, while pursuing specialized studies in the areas of choral, orchestral, and wind band. In addition to the Music M.M. requirements, an entrance audition is required.

**Admission.** Prospective conducting applicants should have had at least two years of experience in high school teaching or equivalent experience before applying for graduate studies. A personal audition is required.

Conducting applicants should write to the appropriate director for specific information concerning audition and interview procedures.

### Instrumental Performance Emphasis

Performance emphases are available in flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, tenor trombone, bass trombone, euphonium, tuba, percussion, violin, viola, violoncello, string bass, harp, keyboard, voice, and guitar.

### Jazz Studies Emphasis

The Master of Music degree program is designed to assist the graduate student in developing advanced professional competencies in jazz. The degree program seeks to broaden and deepen scholarly abilities and research and pedagogical techniques for use in the profession or for instruction in higher education.

**Admission.** In addition to meeting the admission requirements of the Graduate School, the student must take the Advisory Examinations in Music History and Literature, Jazz History, Jazz Theory, Music Theory and writing skills. Candidates with deficiencies will meet with their major advisor and other appropriate faculty to determine the best way to address the deficiencies. An entrance audition is required.

### Music Education Emphasis

The Master of Music (Music Education Emphasis) degree program is designed to develop and enrich professional understandings, skills, and musical/pedagogical competencies in the field of music education.

Incoming students must meet admission requirements of the Graduate School. Candidates must have completed an undergraduate degree in music or music education. Other candidates may be accepted upon petition to the Music Education Program.

Prospective music education graduate students, in addition to following current Graduate School and School of Music application procedures, should submit the following directly to the School of Music director in order to be considered for admission to the UNC Music Education Graduate Program:

- a. One 30-45 minute video or DVD that is representative of the applicant's teaching abilities. Applicants should include a 10-15 minute performance segment that is representative of their performing ability on their primary instrument or voice. Applicants should select two pieces of contrasting style for the performance segment.
- b. Three letters of recommendation addressing teaching abilities, potential for success in graduate studies, musicianship, and collegiality.

### Music History and Literature Emphasis

In addition to the Music M.M. requirements above, students entering this area of emphasis must have the equivalent of an undergraduate music major as outlined in this Catalog.



Students will be expected to demonstrate translational competency in German, French, or Latin as a prerequisite to candidacy.

### **Music Theory and Composition Emphasis**

#### **Vocal Performance Emphasis**

*For degree and program requirements, see:*

**Music M.M. on page 187**

- Collaborative Piano Emphasis
- Conducting Emphasis
- Instrumental Performance Emphasis
- Jazz Studies Emphasis
- Music Education Emphasis
- Music History and Literature Emphasis
- Music Theory and Composition Emphasis
- Vocal Performance Emphasis

#### **Music D.A.**

#### **Conducting Emphasis**

#### **Music History and Literature Emphasis**

#### **Music Performance Emphasis**

#### **Music Composition Emphasis**

The Doctor of Arts degree provides options for advanced study in the areas of music history and literature, composition, conducting, and performance (with an optional concentration in pedagogy).

The Doctor of Arts in Music at UNC is part of the Western Regional Graduate Program (WRGP) established by the Western Interstate Commission for Higher Education (WICHE). In most cases, WRGP students pay tuition at resident student rates; prospective D.A. students may direct inquiries concerning the WRGP to the School of Music.

#### **Music Education Emphasis**

This program emphasizes philosophy, psychology, contemporary and past history, and research. It also includes scholarship and musicianship through study in the areas of music history and literature, theory, composition, and performance.

This program area places primary emphasis on a comprehensive working knowledge of contemporary music education practices in public schools and college music programs, and/or community cultural life.

Prospective music education graduate students, in addition to following current Graduate School and School of Music application procedures, should submit the following directly to the Music Education Chair in order to be considered for admission to the UNC Music Education Graduate Program:

- One 30-45 minute video or DVD that is representative of the applicant's teaching abilities. Applicants should include a 10-15 minute performance segment that is representative of their performing ability on their primary instrument or voice. Applicants should select two pieces of contrasting style for the performance segment.
- Three letters of recommendation addressing teaching abilities, potential for success in graduate studies, musicianship, and collegiality.

*For degree and program requirements, see:*

**Music D.A. on page 210**

- Conducting Emphasis
- Music History and Literature Emphasis
- Music Composition Emphasis
- Music Performance Emphasis
- Music Education Emphasis

# **SCHOOL OF THEATRE ARTS & DANCE**

**Director:** David Gene Grapes II, M.F.A.

**Location:** Frasier Hall 105   **Theatre Arts** – 970.351.2991  
**Dance** – 970.351.1204

**Faculty:** Monte Black, M.F.A.; Marie Davis-Green, M.F.A.; Raymond Vance Fulkerson, M.A.; Karen Sue Genoff-Campbell, D.A.; David Gene Grapes II, M.F.A.; Marc Haniuk, M.F.A.; Brian Hapcic, M.F.A.; John R. Leonard, M.F.A.; Gillian McNally, M.F.A.; Thomas P. McNally, M.F.A.; Tracy Salter, M.F.A.; Mary Schuttler, Ph.D.; Anne Toewe, M.F.A.; Ken Womble, M.F.A.

UNC's Theatre Arts program combines classroom instruction with first-hand experiences in theatre, musical theatre, and dance. General objectives of the University of Northern Colorado School of Theatre Arts and Dance are based on service and leadership in the arts at local, state, regional and national levels. An integral unit within the University, the School embraces the role and mission of the University and has designed its goals and objectives to support and enhance institutional purposes and directions.

The academic program provides technical support, scenes, costumes, stage direction, choreography, promotion, and general management for UNC's popular Performing Arts Series.

During the summer, the College of Performing and Visual Arts presents the Little Theatre of the Rockies (LTR) and other events. LTR, established in 1934, serves as the production entity for Theatre and Musical Theatre. The LTR Summer company members are involved in acting and technical aspects of professional theatre, working under the excitement of a rigorous production schedule. As participants, they encounter a wide variety of opportunities to observe, learn from and share ideas with an experienced faculty, professional actors, singers, and technicians.

**Admission.** All degree program areas in the School of Theatre Arts and Dance (Theatre Arts and Musical Theatre) require an audition/interview for entrance into the degree program.

Students interested in majoring in theatre arts or musical theatre may be accepted as "Undeclared" if they meet the general admission requirements of the University. If a student has been accepted by the school after a successful audition or interview, then they will be designated as a theatre arts or musical theatre major.

Consideration of student acceptance will be made by the Admission Committee in the school in accordance with the student's audition or interview, resume, letters of recommendation, and academic record.

#### **Musical Theatre B.A.**

A Bachelor of Arts in Musical Theatre prepares students for professional careers in musical theatre. This program is intended to produce the highest achievement possible in the level of performance of the actor/dancer/singer through study of musical skills, theatrical skills and dance and movement skills. This degree prepares students to perform professionally in a variety of musical theatre styles.

**Admission** to the Bachelor of Arts with a major in Musical Theatre program is by audition. Students pursuing the degree must complete the required courses and meet the following requirements:

- Meet all crew and production attendance requirements.
- Meet annual assessments requirements.

All students planning to major in Musical Theatre are required to submit an additional application to the School.

The application and appropriate instructions are provided by the College of Performing and Visual Arts. Auditions are required of all applicants to the Theatre Arts Program. Information concerning auditions may be requested from

Vance Fulkerson, Coordinator of Musical Theatre Program,  
University of Northern Colorado, Frasier Hall, Greeley,  
Colorado 80639, phone 970.351.2991

### **Theatre Arts B.A.**

A major in Theatre Arts provides pre-professional training for students who have professional theatre employment as their career goal. The program cultivates an appreciation and understanding of theatre as part of American society and culture.

Admission to the Theatre Arts degree program with concentration areas of acting, design technology and theatre studies is by audition, interview, or essay.

The School of Theatre Arts requires student majors to consult with and be advised by a faculty member teaching in the program.

**Admission.** The student must apply and be accepted to one of the concentration areas. The student must then complete all of the required courses in the concentration area prior to achieving the Bachelor of Arts in Theatre Arts degree.

Information concerning auditions, interviews, or essays for Theatre Arts programs may be requested from the School of Theatre Arts and Dance, University of Northern Colorado, Frasier Hall, Greeley, CO 80639, phone 970.351.2991.

### **Secondary Teaching Emphasis**

A major in Theatre Arts with an emphasis in Teaching provides training for students who have teaching of drama in the secondary school as their career goal. The program cultivates an appreciation and understanding of theatre as part of American society and culture.

A major in Theatre Arts with an emphasis in Teaching prepares students to teach drama in grades 7-12.

*For degree and program requirements, see:*

[Dance Minor on page 144](#)

[Musical Theatre B.A. on page 118](#)

[Theatre Arts B.A. on page 131](#)

[Secondary Teaching Emphasis](#)

[Theatre Arts Minor on page 152](#)

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# UNDERGRADUATE ADMISSION

## ACADEMIC CRITERIA FOR ADMISSION

Admission to the University is based upon academic criteria including the secondary school academic record, rank in class, standardized test scores (ACT or SAT) and the academic record from all previous colleges the student may have attended.

## FRESHMAN ADMISSION

Freshman applicants are expected to be high school graduates who have successfully completed a minimum of 15 secondary school units. The academic records of graduates from high schools that are not state approved will be examined in greater depth for admissions purposes.

Students who have not received a high school diploma may be admitted to the University upon receipt of a high school equivalency certificate obtained by satisfactorily completing the General Education Development Test (GED) with an average score of 550 or above.

**Admission to UNC** is based on standards developed by the Colorado Commission on Higher Education as measured by a selectivity index created from high school performance and standardized test score. Eighty-one percent of the freshmen admitted must have a selectivity index of 94 or above. An index of 94 represents a cumulative high school GPA of 2.9 and an ACT composite of 21 or an SAT combined score of 970. A higher ACT/SAT score can compensate for a lower GPA and a higher GPA can compensate for a lower test score.

Nineteen percent of the freshmen admitted to UNC may have a selectivity index of 93 and below. Those applicants are evaluated on an individual basis.

Applicants for freshman admission are required to have earned the following secondary school credits:

- Mathematics - three units of higher mathematics of algebra or above.

Applicants are expected to have earned at least the following distribution:

- English - four units with emphasis upon courses in composition.
- History/social science - three units.
- Natural science - three units including a laboratory course.
- Academic electives.

**Freshman Application Procedures.** Both applications and supporting credentials may be submitted at any time after completion of the junior year of high school. However, they should be received at the Admissions Office no later than three weeks before the academic semester in which the student intends to enroll.

Prospective students are encouraged to submit applications as early as possible. Applications can be submitted on-line at: [www.GoBears.unco.edu](http://www.GoBears.unco.edu).

The Application for Admission, the appropriate secondary school transcripts and a \$45 non-refundable processing and evaluation fee must be submitted to the Office of Admissions.

An applicant should take the American College Test (ACT) or the Scholastic Aptitude Test (SAT) and have examination results forwarded to UNC.

Upon receipt and evaluation of the completed Application for Admission and the relevant academic support material, an admission decision is made. Applicants who provide all required credentials at the time of application receive immediate processing and are notified at the earliest possible date.

Students planning to major in music are required to submit a separate application to the School of Music. The music application is provided by the School of Music upon request. Auditions are required of these applicants. Information concerning auditions may be requested from the School of Music or at [www.arts.unco.edu](http://www.arts.unco.edu).

Students planning to major in musical theatre are required to submit an additional application to the Musical Theatre Program. The application and appropriate instructions are provided by the College of Performing and Visual Arts. Auditions are required of all applicants to the Musical Theatre Program. Information concerning auditions may be requested from the Coordinator, Musical Theatre Program or at [www.arts.unco.edu](http://www.arts.unco.edu).

**Freshman On-Campus Living Requirements.** All students with less than 20 semester hours earned and under 20 years of age are required to live in a residence hall and hold a full 19-meal plan or a 200-meal plan.

A student who has earned fewer than 20 semester credits is exempt from this requirement if he or she is:

- married or at least 20 years of age at the beginning of the contract period,  
*or*
- is living at and commuting from the home of a parent or legal guardian who lives within a 20 mile radius of the campus throughout the contract period. The decision to commute must be made before the beginning of the contract period.

If one of the above exceptions is met, the freshman student must write in advance to the Assignments Coordinator, Housing and Residence Life, University of Northern Colorado, Greeley, Colorado 80639. This letter should include name, bear number and detailed documentation supporting the request for an exemption, i.e., marriage certificate, or if living at home, a verifying letter from parent. A written response granting or denying the request will be made promptly. Additional information may be obtained from the Housing and Residence Life Office.

## TRANSFER STUDENT ADMISSION

For admission purposes, a student can be a transfer student if transferable college hours have been completed beginning with the fall semester following high school graduation or thereafter. College credit completed while in high school is eligible to count towards a UNC degree but cannot alone classify a student as a transfer for admission purposes.

To be eligible to transfer, students must be in good academic standing at the college or university most recently attended.

Admission requirements to UNC as a transfer student are based upon the number of credit hours of collegiate work the student has attempted and the cumulative GPA from all schools attended. Students who have completed under 30 semester hours (45 quarter hours) of college work must submit an official transcript from each college attended, along with a high school transcript and ACT/SAT test score.

All entering transfer students will be under the following admission standards as set forth by the Colorado Commission on Higher Education.

- 12 or fewer transferable semester hours counted results in admission based on high school credentials including cumulative GPA, class rank, ACT and/or SAT scores.
- 13 or more transferable semester hours counted requires a 2.4 cumulative college GPA for admission.

**Transfer Application Procedures.** An Application for Admission and a \$40 non-refundable processing fee must be submitted to the Admissions Office. Applicants also must submit an official transcript from EACH college or university previously attended. Final admission status cannot be determined until official transcripts have been received from each institution attended. Applications can be submitted on-line at [www.GoBears.unco.edu](http://www.GoBears.unco.edu).

**NO PORTION OF AN APPLICANT'S PREVIOUS COLLEGIATE RECORD CAN BE DISREGARDED. SHOULD THE APPLICANT FAIL TO LIST ALL INSTITUTIONS PREVIOUSLY ATTENDED, ADMISSION TO UNC MAY BE DENIED OR CANCELED.**

Transfer students planning to major in music are required to submit an additional application to the School of Music. The music application is provided by the School of Music upon request. Auditions are required of these applicants. Information concerning auditions may be requested from the School of Music or at [www.arts.unco.edu](http://www.arts.unco.edu).

Students planning to major in Musical Theatre are required to submit an additional application to the Musical Theatre program. The application and appropriate instructions are provided by the College of Performing and Visual Arts. Auditions are required of all applicants to the Musical Theatre program. Information concerning auditions may be requested from the Coordinator, Musical Theatre Program or at [www.arts.unco.edu](http://www.arts.unco.edu).

Transfer students planning to major in the Nursing program are required to submit an additional application to the School of Nursing. Application information can be obtained by contacting the School of Nursing or at the UNC website [www.unco.edu](http://www.unco.edu).

**Transfer Credit.** To graduate with a baccalaureate degree from UNC, students must earn a minimum of 30 semester hours of credit on the UNC campus. This does not include attendance in UNC off-campus courses. If a community college program corresponds to the requirements of the first two years in a similar program at UNC, graduation after two additional years of study at UNC is possible.

A student who has earned a liberal-arts based Associate of Arts or Associate of Science degree from an accredited college will receive a full waiver of the Liberal Arts Core requirements (however, there are some UNC majors that require specific and/or additional LAC credit not waived by the AA/AS Degree). Associate of Applied Science degrees are not transferable to UNC. A minimum of 120 semester hours is required to graduate from UNC.

Any credit earned by examination alone (e.g., CLEP credit) will be reevaluated by the Admissions Office. This may reduce the number of credit hours allowed for students who have completed a liberal arts-based Associate of Arts or Associate of Science degree. College work earned 15 years before the baccalaureate degree is to be granted may be applicable toward the UNC degree at the discretion of the applicant's intended major and minor programs.

Previous grade point averages are used for admission and scholarship purposes only and are not carried forward on the student's academic record at UNC. New transfer students begin a new grade point average. Courses with letter grades of "D" are not transferable. Vocational/technical/remedial courses are not calculated in cumulative transfer GPA.

**Transfer Course Guide.** UNC does not allow transfer of credit from institutions not accredited by a regional association of colleges and secondary schools.

Copies of this publication are on file at each Colorado community or junior college and may also be obtained online at [www.unco.edu](http://www.unco.edu). For the student's Liberal Arts Core requirement and major requirement, the Catalog in effect at the time of admissions and major declaration will be followed.

## INTERNATIONAL EDUCATION ADMISSION

Please see "International Admission" (on page 158)

# FINANCIAL AID, RATES AND STUDENT FEES

## FINANCIAL AID

Financial aid is awarded to assist students and parents with meeting college costs such as tuition, fees, books, food, housing and transportation. The Office of Financial Aid administers several types of state and federal aid programs including grants, loans, employment, scholarships and veterans' benefits. The following represents the types of assistance available as of this printing.

**Educational Loans.** UNC participates in the following programs: Federal Perkins Loans, Federal subsidized and unsubsidized Stafford Loans and Parent Loans for Undergraduate Students (PLUS). Eligibility for Federal Perkins Loans and Subsidized Stafford Loans is based upon need, as determined by the completion of the Free Application for Federal Student Aid (FAFSA). This application is available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Loan funds plus interest must be repaid to the lending institutions, usually after graduation. Some loans have cancellation and deferment provisions.

**Grant Funds.** Grant funds are awarded on the basis of financial need. These funds do not require repayment unless the student does not complete the term in which the funds are received. Grant funds available at UNC include the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Colorado Student Grant, Colorado Graduate Grant and the Colorado Leveraging Educational Assistance Partnership Program, Academic Competitiveness Grant and National SMART Grant.

**Graduate Assistants, Teaching Assistants, Graduate Research Assistants.** Graduate Assistantships are available through the individual academic and administrative departments. Awards are usually comprised of a monthly stipend, as well as a tuition scholarship, based proportionally on the stipend in exchange for a work assignment. These tax qualifying awards are disseminated according to individual program budgets. For more information students should contact their program.

**Student Employment.** UNC offers a number of employment opportunities. Federal and State Work Study programs provide on-campus and off-campus jobs to students demonstrating financial need. Colorado No-Need Work Study is available on a limited basis to undergraduate Colorado residents who do not qualify for other forms of financial assistance and apply by the priority deadline of March 1. For those students who do not qualify for the Work Study programs there are part-time hourly positions both at the University and off campus.

**Scholarships.** Scholarship funds do not have to be repaid and are usually awarded on the basis of academic performance, talent, athletic ability and other criteria determined by the donor.

**Veterans' Benefits.** Eligibility for veterans' benefits is certified through the Financial Aid office.

## Academic Progress Standards

The Office of Financial Aid is responsible under state and federal regulations for establishing and monitoring minimum acceptable progress for the continuation of financial aid eligibility. The standard of satisfactory progress must include a student's total academic history at UNC.

In order to be eligible to receive financial aid, the student must be making satisfactory progress toward a degree program, regardless of whether he/she has previously received financial assistance. For a more detailed explanation of these policies, refer to the Standards of Satisfactory Academic Progress available in the Office of Financial Aid or on our web site.

## How to Apply for Aid

To qualify for “need-based” programs, the student must demonstrate “financial need” or a difference between the cost of education and what the family (both student and parents) can reasonably afford to pay toward that cost. The family's income and assets are reviewed to calculate the family contribution in a process called “Need Analysis.” UNC uses the Free Application for Federal Student Aid (FAFSA) to initiate this process. Completion of the FAFSA means the student is applying for all state and federal aid programs offered at UNC with the exception of scholarship programs.

The FAFSA form is available on-line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). To receive the maximum amount of funding, the application must be received by the need analysis service **by March 1** preceding the award year. An application processed after March 1 will be considered late and the applicant will have limited funding opportunities.

To apply for a Federal Stafford or Parent Loan for Undergraduate Students, students must accept the loan on the Award Notification form. Students will receive notification from their lender or guarantor that an online promissory note is available for electronic signature.

## How To Apply for a UNC Scholarship

Students must be admitted to UNC by March 1 to be considered for scholarships for the upcoming academic year. Eligibility for some scholarships is based on information obtained from the admission application. All students are encouraged to complete the UNC Universal Scholarship Application for scholarships every year. The deadline is March 1.

The UNC Universal Scholarship Application is available on-line through Ursa. A listing of all scholarships available through UNC is located at [www.unco.edu/ofa](http://www.unco.edu/ofa). Many local libraries offer a comprehensive list of local and national scholarships. Students are also encouraged to use the World Wide Web for scholarship listings.

## Refund and Repayment

Tuition adjustments resulting from a complete withdrawal from the University may affect the financial aid the student has received. Credit balances are returned to financial aid accounts. Students can refer to [www.unco.edu/acctservices/bursar/accrec.htm](http://www.unco.edu/acctservices/bursar/accrec.htm) for more explanation.

Any student withdrawing totally from the University who has received her/his financial aid for that semester may be required to repay the financial aid. For a more detailed explanation of these policies, refer to “Withdrawing and Its Effects On Your Financial Aid” on the website at [www.unco.edu/ofa](http://www.unco.edu/ofa); click on Downloads.

## Award

Financial aid is awarded on the basis of “need” and may include a package of grants, loans and employment. Students and parents are expected to contribute their share toward the costs of education. All students are expected to work during the summer and periods of non-enrollment and save a significant portion of their earnings.

Financial aid is available in limited amounts to help students finance school expenses. However, while college costs continue to rise, federal and state aid does not rise at the same rate. Consequently, families must increasingly rely upon their own funds to pay for school. Students are expected to arrive on campus with funds to use for books, tuition, fees, housing and utility deposits and other expenses associated with the beginning of the year.

Financial aid funds usually are available at the beginning of each semester as a credit to charges on the student's bill. A refund will be deposited to the student's checking account if the aid exceeds all institutional charges.

Financial aid awards are offered for an academic year (Fall/Spring). A separate application is required for funding during the summer session. Contact the office for dates and more details.

Renewal of financial aid is not automatic. A new FAFSA for the next academic year must be submitted early enough to meet our **priority filing date of March 1**. The student's academic progress as well as financial need determine the continuance of funding. Visit our web site at [www.unco.edu/ofa](http://www.unco.edu/ofa).

## HOUSING AND RESIDENCE LIFE, DINING SERVICES

The University operates sixteen residence halls, one apartment complex, and several auxiliary houses. Rooms and apartments house between one and six persons per unit. The University requires all freshmen under age 20 who have earned less than 20 semester hours to live on campus and carry either the full 19-meal or 200 traditional meal plan, unless living with parents within the allowable 20 mile commuting distance of campus. For more information contact the Department of Housing and Residence Life at (970) 351-2721 or [www.unco.edu/housing](http://www.unco.edu/housing).

### Room and Board Rates by Semester

Residence Halls, 2008-2009*	Semester Rate
Harrison	\$1,728.00
Belford, Decker, Gordon, Sabin, Snyder, Turner, Wiebking and Wilson	\$1,910.00
Bond, Brown, Dickeson, Hansen-Willis, and, Lujan	\$2,092.00
Lawrenson*†	\$2,117.00
University Apartments†	Per Month
Unfurnished	\$325.00
Furnished	\$350.00

\*Break housing included in Lawrenson Hall

†Lawrenson and University Apartments do not require a meal plan for non-freshmen students.

Meal Plans, 2008-2009*	Semester Rate
19 Meal Plan	\$1,943.00
200 Meal Plan	\$1,943.00
15 Meal Plan	\$1,852.00
14 Meal Plan	\$1,826.00
Bear Plans:	
160 Meals	\$1,337.00
120 Meals	\$1,013.00
80 Meals	\$683.00
50 Meals	\$431.00

\*For current tuition and pricing, visit [www.unco.edu/acctservices/budget/costs.htm](http://www.unco.edu/acctservices/budget/costs.htm).

## Room and Board Withdrawal Costs

Students totally withdrawing from their classes during a semester will be assessed room and board charges according to the pro-rata percentage assessment in the Total Withdrawal Section of the appropriate Registrar's Office homepage site at [www.registrar.unco.edu/registration/course/withdrawal.html](http://www.registrar.unco.edu/registration/course/withdrawal.html).

**Note:** 100% of non-refundable fees will be assessed. Some federally-funded aid programs mandate a different withdrawal/cancellation computation. See [www.registrar.unco.edu](http://www.registrar.unco.edu) each term for exact dates.



## Semester Bear Plans

Dining facilities on campus provide convenience and economy. Varied entrees, salad bars, beverage and dessert selections are available daily. Computerized access allows contract holders to dine in any dining room and at the University Center Food Court. Cash and credit cards are accepted in Tobey-Kendel Dining Room, Holmes Dining Hall, Starbucks, Taco Bell Express, the UC Food Court Express, Athletics Concessions, and the 3 Coffee Corner Locations, located in Michener Library, Kepner Hall and Turner Hall.

UNC Dining Services offers 4 Bear Plans to residents of Lawrenson Hall (excluding freshmen under age 20), as well as off-campus students. With options of 50, 80, 120 or 160 meals per semester, students can choose when to eat, where to eat and how often to eat. For daily menus, please call the Food Line at (970) 351-3663; for weekly menus, please visit us on-line at [www.unco.edu](http://www.unco.edu). For more information, contact the Dining Services Office at (970) 351-2652, or [www.unco.edu/dining](http://www.unco.edu/dining).

## RATES

All rates quoted in this Catalog are approved by the Board of Trustees and are subject to change.

The rates quoted in the print and CD catalog relate to the 2007-2008 academic year. Rates for the 2008-2009 academic year, which begins with Fall semester 2008, were not available at the print publication of this document.

Updated information about tuition and fees will be available from Accounts Receivable after June 30 of each year.

**Undergraduate/Graduate Student Definitions.** A student is considered to pay undergraduate tuition rates if he or she has not previously earned a baccalaureate degree. A student is considered to pay graduate tuition rates if he or she has previously earned a baccalaureate degree.

*\*For current tuition and pricing, visit [www.unco.edu/acctservices/budget/costs.htm](http://www.unco.edu/acctservices/budget/costs.htm).*

## College Opportunity Fund (COF)

The College Opportunity Fund – referred to as COF – is the way Colorado provides financial support for resident undergraduate students. COF was created in 2004 and began providing stipends in fall 2005. The Colorado Legislature sets the COF stipend amount each year and the stipend amount is the same for all students, regardless of which college they attend. For academic year 2007/08, the COF stipend amount was \$89 per credit hour.

To be eligible to receive the COF stipend, students must be classified as residents of Colorado and be enrolled as an undergraduate. Students must also complete a one time on-line application at <https://cof.college-access.net/cofapp> and must authorize payment of the COF stipend to UNC during the registration process.

If an eligible student applies for COF and authorizes payment to UNC, the stipend will be paid to UNC for the student, and the authorized amount will be applied directly to the student's bill. Additional information regarding COF can be found on the UNC website at <http://www.unco.edu/cof/index.shtml>.

## STUDENT FEES

General Fees: 2007-2008*		
Per Semester 1-9 credit hours, per credit hour	Student service fees:	\$27.02
	Bond Retirement Fees:	\$ 8.61
10 or more credit hours	Student service fees:	\$270.20
	Bond Retirement Fees:	\$86.10
9 or more credit hours	Health Insurance Fees	\$850.00

*\*For current tuition and pricing, visit [www.unco.edu/acctservices/budget/costs.htm](http://www.unco.edu/acctservices/budget/costs.htm).*

General University, student and health service fees are committed to support essential student activities and programs, the Student Health Center and the Student Representative Council. Every student must pay these fees each semester, whether or not he/she makes use of the privileges and activities underwritten by the fees.

### Other Fees

In addition to general tuition and fees, and room and board rates for students who choose to purchase those services, a number of other fees have been established by the Board of Trustees. Such fees assessed for employment opportunity assistance services, transcripts, etc., refer to [www.unco.edu/acctservices/budget/costs.htm](http://www.unco.edu/acctservices/budget/costs.htm) for more information.

### Payment

By applying for admission, registering for classes or allowing charges to be added to their account, the student represents to UNC that they have the intention and ability to pay and they promise to pay for all charges placed on their account as well as any service charges or collection costs, if any, that may be due.

The University of Northern Colorado uses a secure electronic billing (e-billing) system. The student will receive notification of an available electronic bill (e-bill) via an e-mail sent to his or her university-assigned e-mail (BearMail) address. E-bill notifications will be sent only to the student unless the student has added an authorized payer to their student account and the authorized payer has submitted a valid e-mail address for receipt of e-bill notifications. Payment is due on or before the **Payment Due Date** shown on the electronic bill. Failure by a student or an authorized payer to check e-bill availability will not constitute valid grounds for waiving late-payment penalties or registration, grade, diploma or transcript holds.

Payments from Financial Aid will be automatically posted to the student's UNC bill. Any excess funds will be deposited to the student's checking account.

A service charge of 1.75% of the unpaid balance will be added to the student's account if payment is not received in the Cashier's Office by the due date. Service charges are figured on the student's account by applying the service charge rate to the previous balance owed at the billing date minus any credits made to the account during the previous billing cycle. The annual percentage rate (APR) that corresponds to this service charge is 21%.

The University will accept payment on the student's account by cash, check, money order, Visa, MasterCard, Discover, direct payment through financial aid and through the Credit Available for Student Employees at UNC (CASE-UNC). To learn more about the CASE-UNC plan please contact the Office of Student Employment in Carter Hall. Payments are accepted in person at the Cashier's Office in Carter Hall. Payments can also be made with MasterCard, Visa, Discover or check (ACH) through the Web. Visit our website: [www.unco.edu/acctservices/bursar/accrec.htm](http://www.unco.edu/acctservices/bursar/accrec.htm).

**The University of Northern Colorado will not register a student, release a diploma, provide a transcript, or supply employment opportunity assistance and other University services to any student or former student who has an outstanding financial obligation to the University other**

than a loan that is not yet due or on which payments are up-to-date. Also, failure to pay a financial obligation to the University when it is due may result in the student's account being placed with a collection agency and such action reported to a credit bureau. In addition, the student's account may be charged legally allowable collection charges and attorney fees needed to collect or enforce the student's indebtedness.

**Registration Cancellation.** The last day to drop all advance registered classes, without being assessed a fee is the first class day of each semester. During the Drop period, if a student drops all classes, he/she will incur a minimum charge of 10 percent (10%) of tuition and fees. When applicable, the student will also pay the new enrollment fee and housing deposit. Therefore, it is strongly recommended to drop all the classes by the first day of the semester to avoid a minimum 10% late withdrawal charge. The minimum 10% withdrawal charge does not apply if the student drops individual classes as a part of the schedule adjustment process.

**Fees for Class Withdrawals.** Withdrawal from an individual class is permitted until the midpoint of the course. Students can withdraw from individual classes via the Web through Ursa or in person. The student must initiate the process of withdrawing from ALL classes in the Registrar's Office. A total withdrawal may be initiated through Friday of the 12th week of the term.

Changes in tuition, fees, and other charges can occur during the Add and Drop periods if the individual credit hours change from part-time to full-time or vice versa. After the Drop deadline, no changes in tuition and fees will occur unless the student totally withdraws from all classes. In this instance, the student is assessed a percentage of the tuition and fee costs based on the number of credits registered for and the date at the time of withdrawal.

To determine the actual percentages of tuition and fees and the varying withdrawal dates, refer to the Total Withdrawal Section in the appropriate Registrar's homepage site at [www.registrar.unco.edu/registration/course/withdrawal.html](http://www.registrar.unco.edu/registration/course/withdrawal.html).

Students who need to withdraw from all of their classes must do so by Friday of the 12th week (see above Registrar's Office site for actual date). This is the LAST day that students can withdraw from all classes for the semester.

**Note:** 100% of non-refundable fees will be assessed. These fees include course fees and online fees, graduation, health insurance, housing damages, ID card replacement, instructional fees, lab equipment not returned, library fines, lost athletic equipment, lost library books, new student fee, parking fines, phone features, returned check service charges, unpaid cash advances, etc. Some federally funded aid programs mandate a different withdrawal computation.

All amounts owed to the University are due and payable as of the date of the withdrawal. Only charges for tuition, general student service fees, room and board may be pro-rated based on the date of the withdrawal. All other charges are not pro-rated or refunded.

Individual classes may be dropped or added during the Add and Drop periods at no charge. Students with room and board are assessed amounts based upon rates, policies and procedures explained in the Residence Life contractual materials.

If a more complete explanation of the above policies is required or if individual circumstances warrant review, the student should contact the Bursar's Office.

## TUITION CLASSIFICATION: NON-RESIDENT, RESIDENT

Non-Resident, Per Semester, Credits Taken, 2007-2008*	Undergraduate	Graduate
1-11 credit hours, tuition per credit hour	\$507.50	\$626.00
12-16 credit hours, total tuition	\$6,090.00	\$7,518.00
Surcharge per credit hour for credits above 16 hours	\$507.50	\$626.50

Resident, Per Semester, Credits Taken, 2007-2008*	Undergraduate	Graduate
1-11 credit hours, tuition per credit hour	See below*	\$221.75
12-16 credit hours, total tuition	See below*	\$2,661.00
Surcharge per credit hour for credits above 16 hours	See below*	\$221.75

\*For current tuition and pricing, visit [www.unco.edu/acctservices/budget/costs.htm](http://www.unco.edu/acctservices/budget/costs.htm).

Tuition and Fees are calculated on the total cumulative hours that a student is enrolled in each academic term.

Students auditing a course (taking it for no credit) are required to pay the same tuition and fees required when the course is taken for credit.

Tuition and fees for classes taken through Extended Studies may differ from on-campus charges and are subject to the Colorado Commission on Higher Education Extended Studies policies.

## Tuition Classification: Out-of-State and In-State

Students who are classified as in-state are permitted to enroll at the University at a significantly lower tuition rate because the University is assisted by the taxpayers of Colorado in addition to the student tuition and fees. The determination of a student's tuition status is provided for under State Law Title 23, Article 7, Colorado Revised Statutes 1997 Repl. Vol., 1994 Supplement.

A person who has been domiciled in Colorado for one year or more immediately preceding registration may be eligible for in-state tuition classification. A domicile is a person's true, fixed and permanent home and place of habitation. It is the place where the student intends to remain and where he/she expects to return to when he/she leaves, without intending to establish a new domicile elsewhere. It differs from the notion of residence or mere physical presence within the state. A person may have several places of residence, but may have only one true domicile at a given time.

A person is capable to begin establishment of a Colorado domicile if he/she is 22 years of age or if he/she has been emancipated. Evidence of emancipation includes the person's ability to meet all financial obligations including the cost of education, along with an affidavit from the student's parents stating their relinquishment of any claim or right to the care, custody and earnings of the minor.

Evidence that a Colorado domicile has been established includes the observance of all mandatory duties imposed on domiciliaries. State requirements concerning auto registration, driver's license and payment of state income tax must be met for the full one-year period.

A student's tuition classification is determined before or at the time of registration. If at a later date, the student thinks the classification is no longer correct, he/she may petition for a change in tuition classification.

Petitions can be submitted to the Tuition Classification Specialist in the Registrar's Office (Carter 3002) no later than the first day of classes for the given school term that the student desires a change in classification. Any student who is denied in-state classification after petitioning may appeal that decision in writing to the Tuition Classification Appeals Committee. The appeal must be submitted to the Tuition Classification Specialist no later than 10 days after the denial has been sent to the student. The decision rendered by the Tuition Classification Appeals Committee is the final University determination.

Petitioning for in-state tuition classification requires the student to complete a detailed form available in the Registrar's Office (Carter 3002). This form and other relevant information will be reviewed and a decision rendered in accordance with the state law and authorized procedures.

Armed Forces personnel and their dependents should contact the Tuition Classification Specialist for information regarding qualification for the lower in-state tuition rate

## POLICIES AND PROCEDURES FOR ALL STUDENTS

### ACADEMIC FREEDOM, RIGHTS AND RESPONSIBILITIES OF STUDENTS

The University has established policies and procedures that reflect concern for student freedom, rights and responsibilities. Essentially, students can expect protection against improper academic evaluation and protection of the right to due process in academic and disciplinary proceedings. The student can also expect to be held responsible for performance and conduct in the classroom and on the campus.

For more information, students should obtain a copy of the Student's Rights and Responsibilities document from the Dean of Students' Office, Carter Hall.

### ATTENDANCE

Regular attendance in all classes is assumed and encouraged. Each instructor determines the relationship between class attendance, the objectives of the class and the student's grade. The instructor is responsible for informing students of attendance policies and the effect of attendance on their grade. The student is responsible for knowing the policy of each course in which he or she enrolls.

Only the instructor can approve a student request to be absent from class. The student is responsible for requesting such approval when absence is unavoidable.

Students involved in University-sponsored activities, including intercollegiate athletics, may need to be excused from a class, lab, or studio meeting. In all instances it is the student's responsibility to present a written request for permission for the absence from the instructor and to discuss how the absence will affect their ability to meet the course requirements. Students should do this as soon in the semester as possible. While instructors should seek to the greatest extent possible, consistent with course requirements, to make reasonable accommodations for a student involved in University-sponsored activities, student should recognize that not every course can accommodate absences and neither the absence nor the notification of an absence relieves them from meeting the course requirements.

In recognition of the diversity of the student body, the University provides that a student may request an excused absence from class for participation in religious observances. In all such instances, it is the student's responsibility to request in writing that the instructor excuse the absence and to discuss how the absence will affect the student's ability to meet the course requirements. A student should make any such requests before the course drop deadline for the semester.

Attendance during the first two class sessions is required. The instructor has the option to drop a student from class if he or she does not attend the first two hours during which the class meets, in order to allow other students to enroll. Not all instructors will exercise this option; therefore, a student should not assume that non-attendance will automatically drop him or her from class.

### COURSE CREDIT

**Base Contact Hour.** The faculty Base Contact Hour represents a standard measurement of consumption of faculty resources by students. It consists of the number of scheduled minutes of instructional activity involving direct contact of faculty with students in a given term utilizing a particular method of instruction. The standard measurement for a faculty Base Contact Hour is:

- **Semester system term.** One Base Contact Hour = a minimum of 750 minutes. This translates to a MINIMUM of fifteen 50-minute hours per semester.

Some UNC courses may be repeated for credit; they are specifically noted in the course description section of this *Catalog* with the maximum amount of credit allowed for each course.

For repeated courses, grades of "F," "U," "NC," "NG," "NR," "IP," "UW," "W," and "I" that have not been completed within the allotted time, the credit hours are not included in earned credits.

Students may audit a course for "no credit" but must pay the same tuition and fees as those taking the course for credit. No audit or visitor cards are issued. Students auditing a course must enroll through the Registrar's Office before the add deadline. Students need not complete assignments or exams used but are expected to attend classes when auditing a course.

### COURSE DESIGNATIONS

**Subject.** Each course is assigned a subject code that identifies the discipline, field or program offering the course. For example, course numbers in Audiology and Speech-Language Sciences are preceded by ASLS; course numbers in Mathematics are preceded by MATH; and courses in Visual Arts are preceded by ART.

**Numbers.** Five groups are identified by course numbers, generally to indicate the difficulty of a course and its location on a continuum of study that leads to general mastery of the content and methodology of a discipline:

- Basic skills courses - 001 through 099 range are not counted in cumulative credits, total credits toward graduation, grade-point-average, nor for financial aid purposes.
- Lower division courses - the 100 range for freshmen and the 200 range for sophomores.
- Upper division courses - the 300 range for juniors and the 400 range for seniors.
- Master's level courses - the 500 and 600 ranges. Juniors and seniors with a cumulative grade-point-average of 3.00 or higher may be admitted to 500-level courses but no undergraduates may be admitted to course numbers above the 500 range.
- Doctoral and Specialist level courses - the 700 range.



Occasionally, courses that do not appear in the Catalog may appear in the Schedule of Classes ([www.unco.edu/sched/](http://www.unco.edu/sched/)). These course numbers end in "98" and are considered experimental. For example, an experimental course in geology might be GEOL 398. Courses ending in "98" cannot be used to meet Liberal Arts Core requirements.

## COURSE LOAD

### Undergraduate Students

A normal undergraduate course load is 15 credit hours of academic credit in each semester. This information may vary during the summer term; students should check the Registrar's Website ([www.registrar.unco.edu](http://www.registrar.unco.edu)) for correct information. Undergraduate students are allowed to enroll for a maximum of 18 credit hours before the beginning of the semester.

- **Financial aid and verification of enrollment.** Full-time enrollment is considered 12 credit hours for undergraduate students.
- **Half-time classification.** Undergraduate students enrolled in six to eleven credit hours are classified as half-time. Part-time enrollment is five credit hours or less.
- **Overload.** More than 18 credit hours per semester for undergraduate students is considered an overload
- Undergraduate students who have lower than a 3.00 GPA but have extenuating circumstances may petition for an overload from the program advisor and school director.

### Graduate Students

Course load limitations for graduate students apply to any combination of all courses taken on-campus, off-campus, or on-line while an individual is enrolled as a graduate student in a graduate degree program, a nondegree certification program, or any combination thereof. The maximum load for a graduate student is 17 hours per semester. This information may vary during summer terms; students should check the Registrar's Website ([www.registrar.unco.edu](http://www.registrar.unco.edu)) for correct information.

- **Financial aid and verification of enrollment.** Full-time enrollment is nine credit hours for graduate students.
- **Half-time classification.** Graduate students enrolled in five to eight credits hours are classified as half-time. Part-time enrollment is four credit hours or less.
- **Overload.** More than 17 credit hours per semester for graduate students is considered an overload.

Graduate students receive overload approval from their academic advisor. Students who have lower than a 3.00 GPA but have extenuating circumstances may petition for an overload to the dean of the Graduate School. All approvals must be forwarded to the Graduate School.

## COURSE REPEAT POLICY

The Repeat Policy affects all courses not designated repeatable for credit. Repeated courses are recorded on the transcript for every individual registration; all letter grades count towards the cumulative grade point average. Repeated courses will be counted one time only in the total credits towards graduation. For more information contact the Registrar's Office, (970) 351-2231.

Only fully admitted UNC undergraduate students may repeat a UNC course using **grade forgiveness** in an effort to increase their UNC GPA. Repeating a course under grade forgiveness is subject to the following conditions.

Effective Fall 2002, undergraduate students must submit an application to the Registrar's Office by the last day to drop the class to be eligible for grade forgiveness. **You will be notified through your UNC email account if the application is denied.**

- A course may only be applied to the grade forgiveness if the previous grade was "C-" or lower. A course is not eligible if it was previously retaken and a grade of "C" or better (C- is not acceptable) is earned.

- Course substitutions are not eligible for Grade Forgiveness (ex: Math 124 for Math 175).
- Only undergraduate UNC courses numbered 100-499 are eligible for grade forgiveness.
- Grade forgiveness can only be applied once per course for a maximum of four (4) courses, not to exceed 12 credits during the student's undergraduate academic career.
- Both the original and the second attempt at an individual course will be recorded on the student's transcript, but only the more recent grade will be calculated into the cumulative grade point average.
- If a student enrolls and receives a mark of "W" or "UW" in the second attempt of a course, that enrollment counts as the grade forgiveness opportunity and the original grade will stand.
- Credits earned are used only once to fulfill graduation requirements.
- A student receiving a letter grade can only replace such a grade in the cumulative GPA with another letter grade.
- Applications will not be accepted after the course drop deadline.
- Approved, repeatable courses, such as SES activity courses, clinicals, research seminars and selected topics, are not eligible for grade forgiveness.
- At the discretion of the instructor, a student who received a grade of "C-" or lower in a course due to academic dishonesty may not qualify for grade forgiveness in that course.

A student who has been granted "fresh start" is not eligible for Grade Forgiveness.

Independent Study (Correspondence) Courses retaken for grade forgiveness must meet on campus registration, drop and course completion deadlines for the semester the course is repeated.

If you plan to transfer to another academic institution or plan to apply for graduate school in the future, you should be aware of the fact that other institutions may include both grades in the calculation of your GPA for admission to their institution.

If you are receiving financial aid, please be aware the Standards of Satisfactory Academic Progress Policy is separate from the Grade Forgiveness Policy. Changes in your cumulative GPA and/or deficient hours due to grade forgiveness will not be taken into account in your financial suspension appeal until you have completed the class. If you have questions, please contact Student Financial Resources at (970) 351-2502.

- Your academic standing with UNC remains probationary until grades are processed at the end of the semester. If you have questions in regard to your academic standing, please contact the Office of Academic Support and Advising at (970) 351-1391.

## DIRECTED STUDIES

Directed Studies are available in most disciplines. These are identified within this publication by course numbers 422 and 622. The Directed Study course provides a vehicle to allow a qualified student to receive University credit for an individualized investigation under the direct supervision of a UNC faculty member. Directed studies cannot be used for Liberal Arts Core credit. For more information, refer to the UNC Catalog or contact the Registrar's Office, (970) 351-2231. Because Directed Studies with the number 622 are at the graduate level, the faculty member providing the supervision must be approved to teach graduate-level courses. No faculty member will be authorized to supervise a directed study during a semester that he/she is not actually employed on-campus at UNC.

The investigation must be on a specific topic that is not duplicated by an existing course within the University's curriculum. The nature of the study must involve intensive use of relevant literature, materials, or techniques, and the study report must reflect a synthesis of the information or techniques acquired. The following policies apply for registration in Directed Studies courses:

1. A Directed Study course may be for no more than four semester hours of credit per academic semester, with no more than six credits of Directed Studies taken in any semester. A study may be further limited to the maximum number of credits listed in this catalog.
2. The student should apply through the program in which he or she is doing the study.
3. Permission to engage in a directed study for credit must be approved by the student's program advisor, the faculty member supervising the study, and the school director of the major program. The Non-Scheduled Course form to be presented at the Registrar's Office at the time of enrollment must bear the signatures of the supervising faculty member and the school director. A rationale for course credit form should be completed and filed in the academic program. Forms are available only through the school in which the study is supervised.

Separate policies exist for distribution of critiqued and graded copies of a completed Directed Study, based on whether the study was completed at the graduate or undergraduate level. A student should consult with either the Graduate School or the dean of the college in which the Directed Study is to be undertaken for the appropriate policy.

- Students receiving graduate credit for a 622-numbered course must submit two copies of a final report to the supervising faculty member. While the final report may be in the nature of a scholarly research paper, it may also take the form of a report or a summary of activities undertaken. The format and writing style of the final report must be in keeping with the style manual used by the discipline concerned. It is the student's responsibility to acquire the appropriate style manual for reference. The faculty member must submit one copy of the final report to the appropriate office with the final grade assignment.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

The University maintains an educational record for each student who is or has been enrolled at the University. In accordance with the Family Educational Rights and Privacy Act of 1974, as amended, the following student rights are covered by the Act and afforded to all eligible students at the University.

1. The right to inspect and review information contained in the student's educational records.

Students should submit to the Registrar's Office written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected.

2. The right to request amendment of the contents of the student's educational records if believed to be inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.

Any student who believes that his/her education records contain information that is inaccurate or misleading or is otherwise in violation of his/her privacy or other rights or who believes that his/her records have been or are being maintained or processed in violation of his/her privacy or other rights, may discuss his/her concerns informally with the Registrar's Office. If the decision of that person is in agreement with the student's request, the appropriate records shall be amended and the student shall be notified in writing of the amendment(s). If the decision is not in agreement, the student shall be notified within thirty (30) calendar days that the records will not be amended and the student shall be notified by the official of the student's right to a hearing.

Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to prevent disclosure without consent, with certain exceptions, of personally identifiable information from the student's educational records. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. "School officials" shall mean any person who is a trustee,

officer, agent or employee of the University. "Legitimate educational interest" shall mean any authorized interest or activity undertaken in the name of the University for which access to an education record is necessary or appropriate to the proper performance of the undertaking. It shall include, without limitation, access by a student's instructor, division head, dean, the chief academic administrator, the president, a trustee, the custodian of the University records, the alumni administrator, legal counsel, the financial aid administrator, administrators charged with maintaining education records, the staff and subordinates of the foregoing, and others authorized by the President to the extent the foregoing persons are acting within the course and scope of their employment or authority.

4. The right to file complaints with the U.S. Department of Education concerning alleged failures by the University to comply with the provisions of the Act. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue S.W., Washington, D.C. 20202-4605.

Each of these rights with any limitations or exceptions is explained in the University's policy statement, a copy of which may be obtained from the Registrar's Office.

The University may provide "Directory Information" in accordance with the provisions of the Act without the written consent of an eligible student unless it is requested in writing that such information not be disclosed (see below). The items listed below are designated as Directory Information and may be released about any student for any purpose at the discretion of the University unless a written request for nondisclosure is on file:

- Category I: Name, address(es), e-mail address, birth date, telephone number(s), dates of attendance, classification, and enrollment status.
- Category II: The most recent institution attended, major field of study, honors, awards and publications, degree(s) conferred and conferred date(s), degrees pursued or being pursued.
- Category III: Past and present participation in officially recognized sports and activities, physical factors of athletes (height and weight).

Currently enrolled students may prohibit general disclosure of this Directory Information by notifying the Registrar's Office in writing within 10 calendar days after the first scheduled class-day of each fall term. The University will honor the request until the student notifies the Registrar's Office in writing of intent to allow release of Directory Information. The student should carefully consider the consequences of any decision to withhold Directory Information. Regardless of the effect upon the student, the University assumes no liability that may arise out of its compliance with a request that such information be withheld. It will be assumed that the failure on the part of a student to request the withholding of Directory Information indicates the student's consent to disclosure.

Directory information may be disclosed through a variety of methods including, but not limited to, paper, electronic, voice and other means. Any questions concerning the student's rights and responsibilities under the Family Educational Rights and Privacy Act should be referred to the Registrar's Office.

## **FINAL EXAMINATIONS**

All final examination periods are 150 minutes in length. Examinations are conducted in the same classroom used throughout the semester unless alternative arrangements are made with the room scheduling department in the Events/Scheduling Office at the University Center.

Faculty should alert students to changes in final examination times or locations before the testing date. With the approval of the school director, the final examination may be eliminated by an instructor who considers it unnecessary. If no final examination is given, class will continue through the last week of the semester. In such cases, classes will meet at the times shown on the final examination schedule.

Each student registered for credit in a course must attend the final examination unless the student has made prior arrangements to be excused by the instructor. In extreme instances, a final examination may be rescheduled by the instructor, provided the change is coordinated with the appropriate dean's office and approved by the school director.

- If a student has three or more final examinations scheduled for one day, the student may negotiate a time change with the instructors involved. This negotiation should take place not less than one week before the scheduled examinations. If the parties involved cannot find a mutually agreeable time, the Office of Academic Affairs will indicate courses for which a change must be made. Laboratory sessions will not meet during the final examination period. Laboratory examinations should be given before final examination week.

## FULL-TIME AND PART-TIME ENROLLMENT STATUS

Full-time status for health insurance requirement and verification of enrollment for health insurance purposes is nine credit hours for undergraduate and graduate students. (Some health insurance carriers require enrollment in a minimum of 12 credits. Check with your health insurance company for their minimum enrollment requirement.)

- Full-time for financial aid purposes and enrollment verification (other than health insurance) is 12 credit hours or more for undergraduates and 9 credit hours or more for graduates. Undergraduates enrolled in 6 to 11 credit hours and graduates enrolled in 5 to 8 credit hours are classified as half-time.

Part-time is 5 credit hours or less for undergraduates and 4 credit hours or less for graduates.

## GRADE POINT AVERAGE

The University operates on a 4.00 grade point system. Under "Grading" in this section of the catalog, the "Standard Grading" table contains the grade point value of individual grades.

To compute a grade point average, first remove all basic skills courses (courses numbered 001-099) and all courses that carry the grades: S, U, W, UW, NR, I, NC, and grades with a period or asterick(s). Multiply the credit hours for each remaining course by the grade point value of the grade. Total the credit hours and grade points. Divide the grade points by the credit hours. Grade point averages are calculated to 3 decimal points and displayed as two decimal points rounded on academic transcripts and degree evaluations.

If a course is repeated, all grades earned are used in determining the GPA. If a course is listed as Grade Forgiveness, the grade will not be used in determining the GPA. Grades received at other institutions are not included in the UNC GPA.

### GPA Example:

Grade	Credit	Points	GPA
A = 4.000	3	12.000	
B- = 2.667	5	13.335	
C+ = 2.334	3	7.002	
I = N/A	N/A	N/A	
<b>Total</b>	11	32.337	= 2.939 GPA

## GRADES-SUBMISSIONS AND CORRECTIONS

Faculty must submit grades via the Web to the Registrar's Office by 5 pm of the third working day after the end of a course. Grade changes or corrections must be submitted within the first two weeks of the following semester. Spring term grade changes are also due the first two weeks of Summer term. Grade change requests are submitted on special grade report forms signed by the instructor and school director. Forms are available from program offices. No grade change request forms delivered by students will be accepted.



## GRADING

Standard Grading	Quality Points
A = superior	4.00
A- = A minus	3.67
B+ = B plus	3.34
B = above average	3.00
B- = B minus	2.67
C+ = C plus	2.34
C = average	2.00
C- = C minus	1.67
D+ = D plus	1.34
D = poor, passing	1.00
D- = D minus, passing	0.67
F = failure	0.00
S = satisfactory - credit granted	++
U = unsatisfactory - no credit	+
IP = in progress	+
I = incomplete	+
UW = unauthorized withdrawal	+
W = approved withdrawal	+
NC = no credit (audit)	+
NR = no report	+
NG = no grade	+
CR = credit granted	++
Grade* = basic skills, fresh-start, and grade forgiveness	+
Grade** = fresh-start prior to March 1993	++
Grade(.) = basic skills	+

+Credits not used to compute grade point average (GPA) and not counted toward graduation.

++Credits not used to compute GPA but counted toward graduation.

Courses for which "D," "F," "U," "W," "UW," "NR," or "I" grades are awarded will not count in graduate degree programs and will not satisfy program deficiency requirements.

A "W" indicates an approved withdrawal from the course and is assigned only when the student has completed the official withdrawal processes.

A "UW" indicates an unauthorized withdrawal and is assigned only when the student has never attended the class for which he/she enrolled.

An "I" is assigned due to unanticipated circumstances the last week of the term that make the student unable to complete course requirements within the allotted time (e.g. he/she missed the final examination due to sickness, an emergency in the family).

The instructor must submit to the school director, a written notice of the specific coursework to be completed before the final grade is determined; a copy is kept in the school and one is provided to the student.

To amend a grade of "I" with an earned grade on a student's transcript, the student must complete all incomplete course work by the last day of the next semester, including summer term.

If the course requirements are not completed within the time limitation and the grade received in the Registrar's Office, the grade will be recorded on the academic record as a failing or unsatisfactory grade. Student may petition for a one-term extension through the Registrar's Office if extenuating circumstances are warranted. For more information contact the Registrar's office (970) 351-2231.

The grade of "NR" is used for honors courses, theses, dissertations, and other courses that have been granted approval for "NR" grading. The "NR" is assigned when the coursework requires longer than a semester to complete. The "NR" will be replaced by the appropriate grade when the work is completed.

**Each course syllabus will include specific grading method and evaluation.**

## IMMUNIZATION REGULATION

Colorado State law requires that students who were born after January 1, 1957, show proof of immunization prior to registering for classes. The required immunizations are against mumps (two doses), measles, (two doses), and rubella (two doses). **All on-campus students who are admitted to UNC must submit a Certificate of Immunization form. Students must submit a completed Certificate of Immunization form to Student Health Services before they will be allowed to register for classes. Students who fail to comply with this requirement will not be allowed to register for classes.**

Individuals who are unable to be immunized due to medical, religious, or personal reasons are exempt from this regulation if they provide a signed Certificate of Exemption form. In the event of an outbreak of illness on campus, individuals who do not have proof of immunization or who have signed a Certificate of Exemption form will be subject to exclusion from classes and quarantine.

It is a UNC requirement for all incoming international students from countries where TB is endemic to undergo TB screening at the start of their first semester at UNC. Proof of a TB screening test must be submitted to Student Health Services by the 10th day of classes of their first semester at UNC. Students who fail to comply with this requirement will have a hold placed on their registration. Students should contact the Center for International Education (CIE) office at 351-2396 for additional information about this requirement.

The meningitis vaccine is not currently required, however it is highly recommended. Colorado state law does require that you provide the University with acknowledgement that you have received information regarding meningitis. This is accomplished as part of the online housing contract. Please discuss with a health care professional. Students interested in getting the meningitis vaccine should contact the Student Health Center at 350-4930 to make an appointment.

## INSURANCE REQUIREMENT FOR ALL STUDENTS

UNC's Board of Trustees requires that all students registered for at least 9 or more on-campus credit hours have health insurance. International students who are registered for at least 9 or more on-campus credit hours must also have health insurance.

Students enrolled for 9 or more on-campus credit hours will automatically be enrolled in the UNC Student Health Insurance Plan. If the student wishes to waive the UNC plan, they will need to complete an online waiver form and provide the requested information to show coverage with comparable insurance coverage by the 10th day of classes.

Students who have an URSA account may log into [www.ursa.unco.edu](http://www.ursa.unco.edu), click on the Financial tab and locate the link to the "UNC Student Health Insurance Plan Online Waiver System" (SHIP). Students who have been admitted, but do not have a URSA account, will need to access the URSA home page at [www.ursa.unco.edu](http://www.ursa.unco.edu), and create a student account from the link titled "NEW STUDENTS START HERE". Once your account has been established, follow the steps above to access the online waiver.

Any student who enrolls in the University's health insurance plan during spring semester is automatically covered by that insurance during summer session with no additional premium. The University does not require students registered only for summer session to purchase its student health insurance plan or demonstrate possession of an acceptable insurance plan.

Students enrolled in the student insurance may purchase coverage for their spouse and children. Intercollegiate athletes may also purchase the student insurance along with a sports rider to cover intercollegiate injuries. Please contact the insurance office at (970) 351-1915 for additional information.

Students enrolled for less than 9 hours of classes are not eligible to participate in the UNC SHIP. Students enrolled at the Lowry campus or in an Extended Studies Program are not eligible to participate in the UNC SHIP. They may, however, contact Academic HealthPlans at (888) 308-7320 for assistance in finding individual coverage.

## LAWFUL PRESENCE

As of August 1, 2006, Colorado House Bill 1023 requires that all students age 18 or older who apply for and receive certain public benefits through a state institution of higher education must demonstrate lawful presence. Some of the public benefits include the College Opportunity fund, in-state tuition, some types of state or institutional financial aid, WUE/WICHE, departmental scholarship or any other state-funded benefits that provide financial assistance. For more information please access <http://www.registrar.unco.edu/COHB1023.htm>

## NAME CHANGE

Application for admission to the University requires students to use their legal name. The legal name must be the name that is recorded with the Social Security Administration. The same is true for a student to change his/her name; the University will require proof of that legal name by evidence of the social security card. The legal name is imperative at both the state and federal level reporting (i.e. financial aid, College Opportunity Fund, employment.)

## OFF-CAMPUS ACTIVITY AND FIELD TRIP DISCLAIMER

As part of the courses and extracurricular activities offered by the University, students will be encouraged to attend campus events or engage in off-campus activities as a supplement to their on-campus instruction and education. These activities may include travel to foreign countries or other states as well as in-state field trips. Students may be expected to provide their own transportation to and from such activities, or the University may arrange or otherwise provide transportation.

- Under any circumstance, however, the University requires its students to maintain appropriate insurance and be responsible for their conduct and activities at all times, on- or off-campus. The University requires its students to comply with all laws and to assume all responsibility and liability for their actions and conduct while attending, being involved in or traveling to and from any off-campus activities, whether for required or voluntary activities.

## OVERLOADS

Students requesting overload credits must have a 3.00 or higher cumulative grade point average.

- In addition, specific colleges, schools and programs may have additional conditions regarding overloads. It is the student's responsibility to meet these conditions.
- Overloads of more than 21 hours require approval by the student's major advisor and school director. All approvals must be forwarded to the Registrar. The Registrar will assure that these procedures have been followed.

## PARKING REGULATIONS

The mission of UNC Parking Services is to manage an efficient and self-supporting system of parking lots for the campus. We will design and maintain our lots to enhance safety and an orderly traffic flow. We will enforce Parking Rules and Regulations so that our patrons receive the best service possible. Students, Faculty or Staff who wish to park on campus can purchase a parking permit from Parking Services (Gray Hall) or go online at [www.unco.edu/parking](http://www.unco.edu/parking). Visitors and short-term guests can purchase Visitor's Permits at Parking Services or Daily Permits from one of the many dispenser units located across campus. UNC's parking lots are enforced all year, as per the signage at the entrance to each lot. No tax revenue, student fees or tuition funds are received or used for parking facilities.

## SEMESTER SYSTEM

The University of Northern Colorado follows the early semester system in which the academic year is divided into two instructional semesters of approximately 15 weeks each. The academic year (fall, spring) begins in late August and concludes in mid-May, with a vacation break between the semesters. Courses are offered online during the vacation break starting after fall courses have ended and finishing prior to spring courses starting. A full slate of courses is offered during the summer semester. Students enrolling in the University for the first time may do so before the beginning of any semester.

## TRANSCRIPTS

Official transcript requests are made through the Registrar's Office. There is a fee for each transcript ordered. Appropriate request procedures and fee payment options are outlined at [www.registrar.unco.edu](http://www.registrar.unco.edu).

## WITHDRAWAL FROM THE UNIVERSITY

A student may withdraw completely from the University through the 12th week of the semester. Students must start the process at the Registrar's Office. Depending upon the date the withdrawal is initiated, a percentage of tuition and fees may be assessed. (See the description of Withdrawals, Drops, or Cancellation from Classes within the Costs, Payment, Financial Aid section of this Catalog.)

Students who receive financial aid and then withdraw during a semester that they received aid may be required to repay a proportionate amount to the financial aid account. Information about a specific repayment amount is available from the Office of Financial Aid.

# REGISTRATION

## REGISTRATION PROCEDURES

A student must be registered to attend class. The Schedule of Classes can be found by accessing Ursa "Look Up Classes" or [www.unco.edu/sched](http://www.unco.edu/sched). Registration is continuous. Current students are assigned times during the last part of the academic semester when they may register for courses offered in the following semester. Registration consists of the following processes:

5. Check Registration Status on the Student Tab/Registration Tools in Ursa
6. Undergraduates requiring advising must obtain their PIN

from their Academic Advisor

7. Colorado Resident Undergraduate should authorize Colorado Opportunity Fund (COF)
8. Payment of student account

New freshmen are expected to attend an orientation program that provides essential information about the University and special assistance in registering for classes.

The Office of Academic Support and Advising will conduct the New Student Orientation program during June, July, and August. The Graduate School conducts orientation for new graduate students.

## SCHEDULE CHANGES (ADDS/DROPS)

During the beginning of each semester, students may add or drop courses from their schedule. The add/drop period occurs during the first fifteen percent (15%) of the class term. Dates for the add/drop deadlines can be found at

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

This procedure may be handled through Web Registration ([www.registrar.unco.edu/registration/index.html](http://www.registrar.unco.edu/registration/index.html)) or at the Registrar's Office. After the deadline posted on the Registrar's website, students may not enroll in additional full term courses or drop full term courses in which they are currently registered.

The add/drop deadline for a short-term class occurs when the class has held 15% of its class meetings. The number of credits for which a student is registered at the time of the add/drop deadline determines tuition and fee charges. Drops differ from withdrawals since drops are not recorded on the student's transcript and withdrawals are recorded on the transcript (see next section).

## TWO-CLASS-HOUR DROP REQUIREMENT

A faculty member may drop a student from a class during the Drop period if the student has not attended the first two-50 minute sessions. The student must notify the instructor if he or she cannot attend during this time. Not all instructors will exercise this option; thus, a student cannot expect that the failure to attend the class will automatically cause him or her to be dropped. Consequently, the student must follow the procedures listed on the Registrar's website at [www.registrar.unco.edu](http://www.registrar.unco.edu).

## WITHDRAWAL FROM CLASS

When a student registers for a class, he or she is considered to be a member of the assigned class. Students are responsible for confirming their schedule by web or in person.

The student may drop a class during the Drop period, normally the first 10 class days of a semester for full-term courses. The dates of the Drop period each semester are listed on the Registrar's website at [www.registrar.unco.edu](http://www.registrar.unco.edu).

Students may withdraw from individual classes in person or on the web. The first date to withdraw from an individual course is the first class-day immediately after the drop deadline. The last date to withdraw from an individual course is the midpoint of the semester. Withdrawal deadlines for each semester are also noted on the Registrar's Website. The withdrawal deadline for an individual short-term class occurs when the class has held 50% of its meetings. A "W" appears on the transcript for each class from which a student withdraws. Students may withdraw from all classes at the Registrar's Office through the twelfth week of the term.

# STUDENT RESOURCES

## ALUMNI RELATIONS

Alumni Relations provides the link between the University and its graduates, offering news and information of other graduates and current campus events and coordinating the efforts of chapters throughout the country.

## BOOKSTORE

Barnes & Noble College Bookstore, located on the lower level of the University Center, provides course textbooks and general reading books. Barnes & Noble also sells a large selection of University of Northern Colorado imprinted clothing, greeting cards, posters, school and art supplies and other necessities for students. Additional services include book buyback, special order books and book information. Barnes & Noble also serves as a ticket outlet for all UNC events. Patrons may purchase tickets to Athletics, Performing and Visual Arts, Club Sports and Student Activities events.

## THE BURSAR'S OFFICE

(Accounts Receivable, Loans Receivable, Collections and the Cashier's Office) prepares student billings; disperses financial aid; collects tuition, fees, room and board and other related charges; maintains and collects Federal Perkins Loans and university loans, and handles the cashier functions for the entire University.

## CAMPUS RECREATION

The Campus Recreation Center, with nearly 90,000 square feet of activity space, is a multi-purpose facility for the recreational and fitness needs of the students and employees at the University of Northern Colorado. The Campus Recreation Center offers formal and drop-in fitness, recreational sports and wellness programs. Large activity spaces are available for strength training and conditioning, as well as three multi-purpose gymnasiums with hardwood floors (featuring a total of six basketball courts), an indoor 1/10 mile jogging track, three racquetball courts, an indoor climbing wall, two group fitness and exercise rooms, locker rooms, and meeting spaces.

**Fitness Programs:** Campus Recreation promotes healthy lifestyles and strives to make fitness opportunities available to each person, regardless of current fitness level or experience through Strength and Conditioning activities, Group Fitness classes and Personal Fitness Training services.

**Group Fitness:** For those wanting a fitness experience, we offer 30-40 free drop-in classes per week with something for every fitness level. Group Fitness is offered in a variety of formats to accommodate a variety of fitness levels.

**Strength and Conditioning:** More than 200 pieces of Life Fitness, Precor, StairMaster, Cybeq and Reebok cardiovascular and weight equipment are available in our 7,000 square-foot strength and conditioning area.

**Personal Fitness Training:** One-on-one instruction incorporates cardiovascular, strength and body composition assessments, goal setting and health education with challenging workouts designed for your specific needs. Workouts are supervised by a fitness trainer of your choice, who motivates you to achieve your fitness goals.

**Special Amenities:** Facility amenities include racquetball courts, a climbing wall, and a swimming pool. The racquetball courts are also available for wallyball. The swimming pool is available for lap swim, water exercise and low-board diving during Recreation Center pool hours. The climbing wall is available for beginners to advanced climbers. Harnesses and belay devices are available for use at no charge.



**Intramural Sports:** These sports provide opportunities for students and employees to compete against one another in various organized, safe, and friendly activities. Men's, women's, and coed divisions are offered in all sports.

**Club Sports** are student-run and student funded organizations. They provide opportunities to participate in competitive and recreational sports, and also learn valuable life skills in organization, communication and leadership.

**Wellness Education:** The wellness program promotes a holistic approach to student health and well-being by empowering students with necessary life skills to improve lifestyle behaviors and support positive behavior modification.

**Special Events:** Visit our website for more information and an extended schedule. Events include: Rec Fest Sports Festival (Welcome Weekend), Climbing Competitions, 5K Fun Run (Family & Friends Weekend), Howl-O-Ween (Pet Costume Contest), National Recreational Sports & Fitness Day, Strongman/Strongwoman Competition.

## THE CENTER FOR INTERNATIONAL EDUCATION

The Center for International Education provides support through ongoing orientation, advising, cultural, social and educational activities for students from other countries and American students interested in studying abroad. The Center offers services related to immigration and cross-cultural programming for the entire university community. In addition, a comprehensive Intensive English program is offered for international students who need to improve their English proficiency in order to pursue a degree at an English-speaking university. Courses are offered every semester for Basic, Intermediate, Advanced, and Graduate-level students.

## DINING SERVICES

UNC Dining Services provides students, faculty, staff, and guests with a variety of meals in three dining settings. Tobey-Kendel Dining Room and Holmes Dining Hall provide an "all you care to eat" menu seven days a week with take-out meals provided Monday-Friday at both "Gourmet to Go" stations. Meal plans are also accepted for lunch at the UC Food Court. Varied menu choices encourage the practice of good nutrition and a registered dietitian is on staff to assist with any special dietary needs. Freshmen under age 20 and living on campus will choose either a full 19-meal plan or a 200-meal plan. UNC students living off campus, at University Apartments or in Lawrenson Hall (excluding freshmen under age 20) can purchase either a Bear Plan or a Traditional Meal Plan.

The University Center also provides services for the cash customer through Starbucks®, Taco Bell Express®, the UC Food Court and UC Food Court Express window. Coffee and light snacks are available at 3 Coffee Corner Locations, located in Michener Library, Kepner Hall and Turner Hall. Dining Services also provides Catering for special occasions, Concessions and Vending throughout campus. For more information, contact the Dining Services Office at (970) 351-2652 or visit [www.unco.edu/dining](http://www.unco.edu/dining).

## ENROLLMENT MANAGEMENT

The **Enrollment Management Office** coordinates the functions of the following student services areas to assist in providing seamless services to UNC students:

**The Office of Admissions** (Carter Hall 3006) provides information and assistance to potential new undergraduate students. New freshmen, as well as undergraduate students transferring from other colleges and universities, should contact this office. Admissions information is available on UNC's website: [www.unco.edu](http://www.unco.edu). (Prospective graduate students should contact the Graduate School.)

**The Office of the Registrar** (Carter Hall 3002) provides assistance with class registration via Ursa (web) or in person. The Office of the Registrar processes the following: total withdrawals from all classes, personal information updates,

final grade submissions and grade changes, and requests for transcripts. The Office of the Registrar is also responsible for enrollment verification and graduation audits for undergraduate students.

**The Office of Financial Aid** (Carter Hall 1005) administers and distributes aid in the form of loans, grants, scholarship and employment to help students meet college costs (tuition, fees, books, food, housing, and transportation).

**The Visitors Center**, located at 1862 10<sup>th</sup> Avenue, provides campus tours Monday through Friday, five times daily. The prospective student should contact this center to arrange a visit to a residence hall, make an appointment with an admissions officer, visit the Office of Financial Aid, or schedule (two weeks in advance) an appointment with a professor in his or her proposed field of study.

## THE OFFICE OF EXTENDED STUDIES

The Office of Extended Studies provides support services for academic colleges offering off-campus degree, certificate and licensure programs in Colorado. The Office of Extended Studies offers graduate and undergraduate career and professional development courses in Greeley and throughout the state as credit, non-credit for Continuing Education Units (CEU's). Contract courses are offered in collaboration with school districts and other sponsoring agencies. Independent study credit courses, offered by faculty in many programs, provide a flexible opportunity for students on and off campus to earn credit.

## HOUSING AND RESIDENCE LIFE

Student housing at UNC is known as the Department of Housing and Residence Life and provides housing for more than 3,200 undergraduate and graduate students in traditional residence halls and apartment style facilities.

Services and programs assist students in transition to UNC, support their academic success and facilitate the development of life-long friendships. Students are encouraged to participate in activities, programs and leadership opportunities provided by staff and the Residence Hall Association. Numerous employment opportunities are also available to students within the residence halls.

Residence halls and apartments are situated on two separate campuses known as Central Campus and West Campus. The Central Campus residence halls are located on a beautiful, tree-lined area and include Belford, Decker, Gordon, Brown, Lujan, Dickeson, Bond, Hansen-Willis, Sabin, Snyder, Wiebking and Wilson halls. These halls house between 28 and 280 students and are a five-minute walk from the University Center. West Campus residence halls are located west of the University Center and house between 440 and 612 students per hall. These buildings include Harrison, Lawrenson, Turner halls and the New West Campus Residence Hall. Many students enjoy the opportunity to live on theme floors including: business community, Cumbres, elementary education, honors, performing and visual arts, education, quiet life-style, and wellness living. These floors offer programs, activities and experiences centered around the respective theme.

Each residence hall is served by a twenty-four hour, staffed, customer service desk. In addition, professional and student staffs live in the halls and are available for assistance and support. Centrally located dining facilities are located on both campuses and provide air-conditioned dining as well as the convenience of Gourmet-to-Go take-out meals. Laundry facilities, study lounges and television lobbies are also available for student use.

Residence halls and apartments are available for students with disabilities on both campuses and include numerous accommodations and helpful features. Housing and Residence Life staff are interested in working with any student to review accommodations to ensure rooms and apartments are ready prior to arrival. Please contact Housing and Residence Life as early as possible to ensure timely planning and preparation of a room or apartment.

The University Apartment complex is a five-minute walk from Central Campus and provides housing to upper division and graduate students. Single students and students with families are welcome to apply for housing in these two-bedroom, furnished and unfurnished apartments. Utilities provided in the rent charge include cable television, high-speed internet, gas, local phone services, electric, water, sewer and trash services. Long distance telephone service is to be paid for by the resident. Additional amenities include centrally located laundry, playground, a fitness room, and a community center with large screen television.

The Housing and Residence Life web site provides detailed descriptions and floor plans for review as well as answers to commonly asked questions about living in any facilities on campus. Access the web site at [www.unco.edu/housing](http://www.unco.edu/housing).

## INFORMATION TECHNOLOGY

Information Technology provides a variety of services designed to assist students in the pursuit of their academic careers. Computer labs, open to all students, are strategically located throughout the campus with the flagship facility, the Computer Commons, being located in the University Center and offers extended hours of availability. Access to campus computing resources and the Internet is provided through direct connections in the residence halls via a high speed data network called ResNet. The University also offers wireless internet connectivity in all academic buildings, the University Center, and Carter Hall. For additional information please access the Information Technology Website at <http://unco.edu/it>.

Information Technology also manages and operates Bear Logic, the campus technology store. Students, faculty and staff may obtain software and purchase computer supplies and equipment. For complete information about any of the services provided by Information Technology or help with technical problems call the Technical Support Center at (970) 351-4357 (351-HELP) or 1-800-545-2331.

## INTERCOLLEGIATE ATHLETICS

The Intercollegiate Athletics program at the University of Northern Colorado competes at the NCAA Division I level. UNC sponsors 16 sports: women's basketball, softball, volleyball, tennis, cross country, track and field, swimming and diving, golf, and soccer; men's basketball, wrestling, football, baseball, golf, tennis, and track and field. The Athletic Department aspires to the highest level of achievement in the classroom and in competition.

### Intercollegiate Athletics Mission Statement

The Intercollegiate Athletics program at the University of Northern Colorado supports and contributes to the university's mission to be a leading student-centered institution that promotes effective teaching, lifelong learning, the advancement of knowledge, research and a commitment to service.

To achieve that aim, Intercollegiate Athletics:

- Embraces the idea that student-athletes are first and foremost students who contribute to the academic and social vitality of the university.
- Provides an environment that allows student-athletes to excel on the fields of competition.
- Recognizes its responsibility to support the university's historical and statutory mission in preparing education professionals by educating prospective teachers, coaches, sports management and sports medicine professionals through practical experiences, research opportunities and internships.
- Partners with the university in its quest to produce graduates who are educated in the liberal arts and professionally prepared to contribute to society.
- Is committed to the high standards, ethics and sportsmanship that encompass all aspects of the student-athlete experience, from classroom to playing fields, from campus to community.

- Mirrors the university's core values of honesty, trust, fairness, respect and responsibility.
- Fosters the qualities of leadership and teamwork in its student-athletes.
- Promotes contributions to society through community service and volunteerism.

## STUDENT ACTIVITIES

The Office of Student Activities provides students with involvement and leadership opportunities that enhance the academic experience. Students practice leadership skills, responsible citizenship, and develop management skills while making new friends and having fun.

**Charters student clubs and organizations.** Students may become involved in one of the 130 student groups which include academic societies, international, social, and political clubs and honorary organizations.

**Community Connections.** Students volunteer for community service activities such as Best Buddies, Spring Break Service Trips (a national program for service projects), Habitat for Humanity, and other Weld County service agency programs.

**Drug, Alcohol & Tobacco Education Program.** This nationally recognized program educates the campus community about alcohol, tobacco and other drug issues. The program supports alcohol-free alternative activities, provides training and education to students, staff, and faculty and refers students needing assistance with alcohol, tobacco or other drug problems to campus and community resources.

**Fraternities/Sororities.** These organizations, also known as Greek organizations, offer leadership, social, academic, and community service activities for members. The University recognizes the following fraternities: Alpha Kappa Lambda, Delta Chi, Delta Tau Delta, Kappa Sigma, Lambda Chi Alpha, Nu Alpha Kappa, Sigma Alpha Epsilon, Sigma Chi, Sigma Lambda Beta and Sigma Pi.

The University recognizes the following sororities: Alpha Kappa Alpha, Alpha Omicron Pi, Alpha Phi, Alpha Sigma Alpha, Delta Sigma Theta, Delta Zeta, Lambda Theta Nu, Pi Lambda Chi, Sigma Kappa and Sigma Lambda Gamma.

**Gay, Lesbian, Bisexual, Transgender Resource Office.** This office seeks to offer education and support to students, faculty and staff through student panels, educational programming, social and support groups, and a library of related materials.

**Student Representative Council (SRC).** This is the UNC student government comprised of nine officers, four voting representatives from the colleges and Residence Hall Association, three non-voting members, and representatives from PASC, SPEEC and the faculty. SRC activities include allocation of student fees, voicing student concerns and issues to the campus and community and supervising four services which are the Center for Peer Education, Legal Services, Off-Campus Housing and National Student Exchange.

**University Program Council (UPC).** This student-run, student-funded organization sponsors lectures, movies, comedians, concerts and other special events at low or no cost to students. Students obtain leadership experience in all aspects of program and event management while having fun and meeting new people.

## STUDENT SUPPORT SERVICES

Every student has specific and changing needs for emotional, physical, and social support or assistance that must be met to fulfill personal and academic goals. UNC provides a comprehensive range of support services.

**The Assault Survivors Advocacy Program (ASAP)** provides sexual assault prevention education as well as comprehensive advocacy services to student survivors of sexual assault. This includes emotional support, information, referral, and advocacy through the medical, legal, judicial and administrative systems.

**The UNC Counseling Center** provides psychological and psychiatric services to UNC students. In addition to individual, couples and group counseling, the Center provides consultation to faculty, staff and parents who are concerned about students. The UNC Counseling Center also presents campus-wide educational programs and workshops such as test anxiety reduction, coping with change, time management and a wide variety of other mental health topics focused on the prevention of distress and difficulties and the development of positive life coping skills. The UNC Counseling Center is located in Cassidy Hall and can be contacted at (970) 351-2496.

**The Student Health Center** provides primary health care services to UNC students. Appointments can be scheduled with physicians and nurse practitioners. Walk-ins are welcome. The Center is located on the first floor of Cassidy Hall. The Health Center is able to do insurance billing for most insurance plans.

**The Women's Resource Center** provides educational programs, speakers, performers, resources and opportunities for students interested in women's initiatives and women's leadership. The Center is located in Scott-Willcoxon Hall. The Scott-Willcoxon Hall also houses the Stryker Institute for Leadership Development.

## OFFICE OF UNDERGRADUATE STUDIES

The Office of Undergraduate Studies provides leadership in a variety of academic and academic support areas. This office oversees the Liberal Arts Core (LAC) program, Honors program and other academic enrichment programs, Academic Support and Advising, Career Services, Dean of Students and the Office of Multicultural Affairs.

### THE OFFICE OF ACADEMIC SUPPORT AND ADVISING

This office provides the following services to undergraduate students: advising for undeclared students and assistance in their transition to selecting an academic major; academic support for individuals experiencing academic difficulties and administration of the Fresh Start Programs for freshman and returning students. Full-time and peer advising staff also provide students, faculty and staff with information regarding Liberal Arts Core requirements, academic policies and procedures, and referral assistance.

The Office of Academic Support and Advising also assists new students and their family members with their transition to the University of Northern Colorado. All new freshmen and their family members attend a two-day New Student Orientation held during the summer. During the New Student Orientation program, new students are advised and register for Fall Semester classes. Transfer students can choose to attend a one-day orientation program held in June and July. For more information, explore the New Student Orientation UNC website, [www.unco.edu/orientation](http://www.unco.edu/orientation) or call (970) 351-1391.

In addition to advising and new student orientation, the Office of Academic Support and Advising coordinates the Tutoring Center and Supplemental Instruction programs. These academic assistance services are designed to facilitate academic success at the college level. Nationally certified tutors provide free individual and group tutoring sessions in approximately 130 different courses encompassed by the major subject areas.

The Office of Academic Support and Advising also coordinates several Academic Learning Communities for entering students. These programs are designed to help new students

with their transition into the university community by connecting them with faculty, peers, academic areas, and/or pre-professional fields. Most Learning Communities involve cohorts of students in Liberal Arts Core coursework, First Year Experience seminars (FYE 108), and the preparation of four-year graduation plans.

Included within the Office for Academic Support and Advising is Student Support Services at the Center for Human Enrichment. The Student Support Services program is a federally sponsored TRIO program. Student Support Services provides supplemental advising and instruction to program participants throughout their undergraduate academic career. Program eligibility is determined by federally mandated guidelines. For further information please access the website at <http://www.unco.edu/che>.

### CAREER SERVICES

This office helps students and alumni choose their academic majors and careers, obtain internships and full-time professional jobs and apply to graduate schools. The services include testing, career counseling, career planning classes and workshops, resume critiques, practice interviews, internship and job fairs, on-campus interviews, credential files, career and job search resources. The office is located on the second floor of the University Center.

For more information, access the Career Services website at [www.unco.edu/careers](http://www.unco.edu/careers), email [career\\_services@unco.edu](mailto:career_services@unco.edu) or call (970) 351-2121.

### THE DEAN OF STUDENTS OFFICE

This office seeks to enhance and recognize student learning and personal responsibility through:

- Resolving student issues which may include consultation with faculty and staff;
- Serving as an information and referral center for the campus community;
- Coordinating a student recognition and awards program for academic and leadership achievement; and
- Holding students accountable who have exhibited conduct incompatible with the academic mission of the University.

To contact this office, call (970) 351-2796 or visit e-mail [www@unco.edu/dos](mailto:www@unco.edu/dos).

### Student Conduct Code

Students and recognized student organizations at the University of Northern Colorado possess certain rights and responsibilities designed to promote a safe and respectful living and learning environment. The University values freedom of expression and the respectful exchange of diverse viewpoints. By choosing to attend the University of Northern Colorado, students agree to uphold standards of conduct that have been developed to guarantee students freedom to learn and to protect the fundamental rights of others. In an effort to foster tolerance, civility, and accountability, the student conduct process aims to serve as a learning experience that can result in growth and personal understanding of one's responsibilities and privileges within both the university community and the greater community.

The University of Northern Colorado Student Conduct Code shall apply to conduct that occurs on University premises, at University sponsored activities, and to off-campus conduct that adversely affects the University community, poses a threat to safety of persons or property, or damages the institution's reputation or relationship with the greater community. In addition, University of Northern Colorado, in collaboration with the Greeley community, may respond to student violations of community-based laws and ordinances designed to protect civility and quality of life. The Dean of Students or designee shall decide whether the Student Conduct Code shall be applied to conduct occurring off campus, on a case by case basis, at his/her sole discretion.



Each student shall be responsible for his/her conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment (and even if his or her conduct is not discovered until after a degree is awarded). The Student Code shall apply to a student's conduct even if the student withdraws from school while a disciplinary matter is pending.

### Conduct — Rules and Regulations

Any student found to have committed or to have attempted to commit the following misconduct is subject to disciplinary action:

Acts of dishonesty, including but not limited to the following:

1. Cheating, plagiarism, or other forms of academic dishonesty.
  - a. Furnishing false information to any University official.
  - b. Forgery, alteration, or misuse of any instrument of identification, University document, or record.
2. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, other University activities, including its public service functions on or off campus, or other authorized non-University activities when conduct occurs on University premises.
3. Physical abuse, verbal abuse, threats, intimidation, coercion, and/or other conduct which threatens or endangers the health or safety of any person, including the student.
4. Repeated conduct which would cause a reasonable person to fear for his/her safety or to alter his/her activities in response to the repeated conduct. Such repeated conduct may include, but is not limited to, any of the following: following, approaching, contacting, or placing under surveillance a person, a member of that person's family, or close acquaintance, whether or not conversation ensues.
5. Harassment, which consists of any verbal, visual, written or physical conduct that is sufficiently severe, persistent or pervasive that it adversely affects, or has the purpose or logical consequence of interfering with any student's educational program or creates an intimidating, hostile or offensive environment within the University community.
  - a. Sexual Harassment, which includes, but is not limited to non-consensual verbal or physical conduct related to sex which unreasonably interferes with an individual's work, educational, or social performance or creates an intimidating, hostile, or offensive work, educational, or social environment; or is a violation of an individual's privacy, at the University, on University-owned or controlled property, at university sponsored or supervised activities, or at functions of recognized student organizations.
  - b. Bias-Related Harassment, which includes harassment of a person or group because of factors such as race, ethnicity, religion, gender, sexual orientation, age, creed, national origin, disability, political affiliation or veteran status.
6. Sexual Misconduct, which is defined as:
  - a. Sexual conduct that is without consent by any party. It is the obligation of any person to obtain active consent from the other person prior to sexual contact. Examples of misconduct include, but are not limited to, touching another's genitals/breasts without consent; having sexual contact with someone whose decision making ability is compromised (e.g. from alcohol or drug usage); or continuing sexual activity after either party has made it clear verbally or by conduct, that they do not wish to have physical contact.
  - b. Obscene or indecent behavior, which includes, but is not limited to, exposure of one's sexual organs or the display of sexual behavior that would reasonably be offensive to others; deliberate observation of others for sexual purposes without their consent; taking or posting of photographs/images of a sexual nature without consent; possession or distribution of illegal pornography; or viewing or posting pornography in public venues.
7. Theft of and/or damage to property of the University or property of a member of the University community or other personal or public property, on or off campus.
8. Hazing, defined as an act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization. The express or implied consent of the victim will not be a defense. Apathy or acquiescence in the presence of hazing are not neutral acts; they are violations of this rule.
9. Failure to comply with directions of University officials or law enforcement officers acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so.
10. Unauthorized possession, duplication or use of keys to any University premises or unauthorized entry to or use of University premises.
11. Violation of any University policy rule, or regulation published in hard copy or available electronically on the University website, including, but not limited to, the Residence Life Handbook, Student-Athlete Handbook, UNC Computer, Internet & Electronic Communications Policies and Procedures, or any academic college policies.
12. Violations of federal, state, and municipal laws, or any other conduct not included above, which unreasonably interferes with the operations of the University, and the pursuit of its educational purposes and objectives or the rights of others, or which renders a person or organization unfit or unsuitable for continued association or affiliation with the University.
13. Use, possession, manufacturing, or distribution of marijuana, heroin, narcotics, or other controlled substances except as expressly permitted by law.
14. Pubic intoxication, use, possession, manufacturing, or distribution of alcoholic beverages except as expressly permitted by University regulations or by law. Alcoholic beverages may not, in any circumstance, be used by, possessed by or distributed to any person under twenty-one (21) years of age.
15. Possession of firearms, ammunition, explosives, other weapons, or dangerous chemical on University premises or use of any object in a way that harms, threatens, or causes fear to others on or off campus. Weapons include, but are not limited to, any object or substance designed to inflict a wound, cause injury, or incapacitate, including, but not limited to, all firearms, pellet guns, switchblade knives, or instruments designed to look like any of the above. Concealed weapons may only be carried by sworn law enforcement officers. All other concealed weapons, whether carrying with a lawful permit or otherwise, are strictly prohibited on all campus premises.
16. Participating in an on-campus or off-campus demonstration, riot or activity that disrupts the normal operations of the University and/or infringes on the rights of other members of the University community; leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area.
17. Obstruction of the free flow of pedestrian or vehicular traffic on University premises or at University sponsored or supervised functions.
18. Conduct that is disorderly, lewd, or indecent; breach of peace or aiding, abetting, or procuring another person to breach the peace on University premises or at functions sponsored by, or participated in by, the University or members of the academic community. Disorderly conduct also includes, but is not limited to, any unauthorized use of electronic or other devices to make an audio or video record of any person without his/her knowledge, or without his/her effective consent when such a recording is

likely to cause injury or distress.

19. Abuse of the Student Conduct System, including but not limited to:
  - a. Failure to obey the notice from a Student Conduct Board or University official to appear for a meeting or hearing as part of the Student Conduct System.
  - b. Falsification, distortion, or misrepresentation of information before a Student Conduct Board.
  - c. Disruption or interference with the orderly conduct of a Student Conduct Board proceeding.
  - d. Institution of a student conduct code proceeding in bad faith.
  - e. Attempting to influence the impartiality of a member of a Student Conduct Board prior to, during, and/or during the course of, the Student Conduct Board proceeding.
  - f. Harassment (verbal or physical) and/or intimidation of a member of a Student Conduct Board prior to, during, and/or after a student conduct proceeding.
  - g. Failure to comply with the sanction(s) imposed under the Student Conduct Code.
  - h. Influencing or attempting to influence another person to commit an abuse of the student conduct system.
20. Intentional initiation or circulation of any false report, warning, or threat of fire, bombs, or explosives on University-owned or controlled property, at University-sponsored or supervised functions or at functions or facilities of recognized student organizations.
21. Retaliation against any individual. Retaliation is defined as any conduct which serves as a reprisal with the intent of causing physical or psychological pain. Retaliation includes, but is not limited to, unwelcome or repeated contacts by telephone, by letter, in person, or by third party; damaging or vandalizing personal property; offensive acts/gestures; overt threats, whether or not they were actually carried out; or any conduct that would instill fear and trepidation in the victim.

The entire Student Code of Conduct, including hearing procedures and definitions of terms, can be found on the Dean of Students Office website at [www.unco.edu/dos/handbook](http://www.unco.edu/dos/handbook).

## DISABILITY SUPPORT SERVICES (DSS)

This office provides equal opportunities for students with documented disabilities to pursue their educational goals through access, accommodations and advocacy. Services include interpreters, test accommodations, textbook conversion to alternative format, assistive technology and training, learning strategy workshops and TTY. DSS can also assist students with specific needs such as orientation training and obtaining volunteer note takers. SEED (Supporting and Empowering through Education about Disabilities), a student organization, is also available.

Students must submit disability documentation to DSS, meet with the director to discuss eligibility and services, and request disability accommodations in a timely manner. Call (970) 351-2289 (voice and TTY) or e-mail [ann.anderson@unco.edu](mailto:ann.anderson@unco.edu).

## THE OFFICE OF MULTICULTURAL AFFAIRS

This office coordinates the programs of UNC's cultural centers, the Center for Human Enrichment and Cumbres. Centers and services include:

- **Asian/Pacific American Student Services** provides academic and cultural programs/events, advising, a resource room, computer labs, and support with emphasis on Asian/Pacific American students but is open to all students.
- **Cesar Chavez Cultural Center** provides cultural, social and academic support to all students, with a focused emphasis on the Hispanic/Latino student, as well as programs, cultural events, a resource room, and support to students in cultural, social and academic areas.

- **Marcus Garvey Cultural Center** provides academic, cultural and social support to African-American students, as well as programs, cultural events and resources for all students throughout the year.
- **Native American Student Services** enhances the diversity of the University through cultural programming and events. Academic, cultural and social support is also provided to all students with an emphasis on Native American students.

## THE UNIVERSITY CENTER

Located at the corner of 10th Avenue and 20th Street, the University Center (UC) provides cultural, educational, social, leisure, and co-curricular activities for the University community and guests.

The UC houses the Center for International Education, Career Services, and is the home for Student Activities.

A variety of merchants serve the campus community on the UC lower level including several food vendors (Starbucks, Food Court and Taco Bell Express), the Barnes & Noble College Bookstore, FedEx Kinkos Copy Center, Bear Logic, Ticket Outlet in Barnes & Noble, Wells Fargo Customer Service Center, James Campus Salon, and vending areas.

The UC Computer Commons offers students 24-hour access during the week and provides students with IBM compatible and MacIntosh computers.

Lounges, meeting rooms, grand ballrooms, and other facilities are also available. The University Center hosts an exceptional range of events and programs with attendance surpassing 200,000 annually.

The **UNC Card** is the official identification card for all members (faculty, staff and students) of the university community. On campus, the UNC card functions as a library card, dining card, activities card, recreation center pass, and as security access to various buildings. Students may also use the UNC Card as a discounted calling card. As a financial tool, the UNC Card functions as an ATM/Debit Card and permits direct deposit of financial aid and student payroll checks to a free Wells Fargo Bank account. For alternative bank options, stop by the Card Office.

The **UNC Card Office** is located on the main level of the University Center adjacent to the Center for International Education and the Wells Fargo Customer Service Center is located on the lower level.

## UNIVERSITY LIBRARIES

The **James A. Michener Library**, named for one of America's most popular authors (a UNC alumnus and former faculty member), maintains a primary collection of approximately 1.5 million units of hardbound volumes, periodicals, monographs, government documents, archival materials, maps, software programs, videos, and microforms. Opportunities to borrow materials are available to all Colorado citizens. Services include bibliographic instruction in the state-of-the-art Instruction Center, interlibrary loan, reference, circulation, electronic reserves, and access to information via on-line systems and the Internet.

Access to library materials and resources is provided through *The Source*, an on-line Public Access Catalog. In cooperation with the Colorado Alliance of Research Libraries, access is provided to the holdings of libraries throughout Colorado as well as the collections of hundreds of libraries across the country. In addition, indexed access is provided to more than 3 million articles and databases, including full-text.

The Interlibrary Loan Service obtains library materials for UNC students and faculty from within the state and nation as well as from foreign libraries. The University Libraries also has a service that allows students to request materials directly from Colorado libraries participating in *Prospector*. Through the on-line catalog *The Source*, *Prospector* provides the student direct access to and the ability to borrow materials from more than twenty participating libraries in Colorado and Wyoming.

The **Adaptive Technology Room**, located on the main level of Michener Library, is available to individuals with disabilities who use assistive technology to retrieve and view information. The hardware/software includes: screen reading software, screen enlarging software, scan/read software, Braille translating software, Braille printer, trackball, large monitor, internet access, and closed circuit television. UNC students may be trained to use the technology at **Disability Support Services**, (970) 351-2289.

The **University Libraries** have been designated as the repository for the works of James A. Michener. The **James A. Michener Special Collection** includes manuscripts, personal papers, research materials and publications that are available to researchers, faculty, and students who want to further explore the works of the famous author. The **University Archives** provides access to materials dealing with the history of the University.

The **Skinner Music Library** includes a listening laboratory, a bibliographic instruction classroom, a group study room, study alcoves and carrels. Comprehensive holdings of scores, recordings, periodicals, and monographs are available to the academic community.

## UNIVERSITY POLICE DEPARTMENT (UNCPD)

The UNCPD provides law enforcement services to the campus. It is staffed 24 hours a day year-round with professional, full-time, state-certified police officers. This office is responsible for preventive police patrols, traffic and parking enforcement, response to medical calls, crime prevention efforts, as well as criminal investigations. The UNC Police Department is accredited by the Colorado Association of Chiefs of Police on Professional Standards. You may visit our website at <http://www.unco.edu/police>.

# UNDERGRADUATE STUDENTS, POLICIES AND PROCEDURES

## ACADEMIC ADVISING

It is University policy that each student is entitled to academic advising. Advising expedites course selection and helps the student create a personal academic program suited to his or her needs and the University's graduation requirements.

Academic planning is best achieved when a student works with a qualified advisor. Students who declare majors are assigned advisors in their programs. Undergraduate students who have not yet declared majors are advised by the Office of Academic Support and Advising located in the lower level of Michener. Each advisor has access to a complete summary of a student's academic records, which are updated each semester.

Information provided by the Registrar's Office and information from advising sessions with the student equip the advisor to help with a variety of academic issues, procedures and opportunities.

All students are encouraged to make full use of the advising system including, but not limited to, a visit to an advisor before registration each semester. Appointments are encouraged for all students and are mandatory in most offices.

## ACADEMIC APPEALS

Students may appeal any academic decision that they consider arbitrary or capricious, or contrary to University policy. The procedures of the Academic Appeals Board and the University Disciplinary Committee are published in the Student's Rights and Responsibilities statement and can be further explained by the Dean of Students Office.

Before initiating an appeal and between various appeals stages, the student is strongly encouraged to discuss her or his case with the Dean of Students Office and/or his or her academic advisor.

## ACADEMIC APPEAL FOR READMISSION

Students may immediately appeal their suspensions if extenuating circumstances exist. These circumstances include factors beyond the student's control (e.g., family emergency, serious illness, death, etc.) and must be documented. Appeals due to other circumstances will be reviewed on a case by case basis.

A student who has been suspended may not re-enroll at the University until at least one term, not including summer term, has passed. A readmission appeal form must be submitted to the Office of Academic Support and Advising at least 60 days prior to the start of the term in which the student wishes to re-enter UNC. The appeal should include the following:

- A detailed account of the reasons the student did not achieve his or her academic potential.
- A description of the circumstances that have changed to allow the student to perform at a satisfactory level.
- A specific plan of action that the student will follow to attain academic success.

A student who has attended other institutions since suspension from UNC must furnish the Office of Academic Support and Advising official transcripts from those institutions.

Readmission forms are available at the Office of Academic Support and Advising, or on our web site at [www.unco.edu/aac/scholastic/index.htm](http://www.unco.edu/aac/scholastic/index.htm).

## ACADEMIC RECOGNITION

**Dean's List of Distinction.** Students will be placed on the Dean's List of Distinction through the Dean of Students if they complete a minimum of 24 credit hours and achieve a 3.75 or above grade point average for any two of the three academic terms of the year (cumulative grade point averages are not considered).

**Dean's Honor Roll.** Students will be placed on the Dean's Honor Roll through the Dean of Students if they complete a minimum of 24 credit hours and achieve a 3.50 to 3.74 grade point average for any two of the three academic terms of the year (cumulative grade point averages are not considered).

**Graduation with Honors.** Graduation with honors (cum laude, magna cum laude, summa cum laude) is determined on the basis of a student's UNC cumulative grade point average. A student's academic record is reviewed for graduation with honors the semester before the semester that the student will graduate.

To qualify for honors, and have the honors recognized at graduation and indicated on the student's transcript, the student must have successfully completed 50 semester hours of UNC credit (excludes currently enrolled credits) and achieved the necessary cumulative grade point average.

A student's record may also be reviewed at the end of the semester for honor qualifications. Upon review, the current term's classes are included and a student must have successfully completed 56 semester hours of UNC credits and have achieved the necessary cumulative grade point average. In this situation, the honors designation will be indicated on the student's transcript.

In either situation, the honors designation will be indicated on the student's transcript. However, the honors designation will be announced at graduation ceremonies only for those students who qualified for honors the semester before graduation.

The criteria for awarding honors will be determined by the graduating classes of a given college from the previous academic year. The criterion for cumulative grade point average for "summa cum laude" will be determined by the



lowest cumulative grade point average of the students in the top two percent of the previous year's school/college graduating class; for "magna cum laude", by the lowest cumulative grade point average of students in the top four percent; and for "cum laude", by the lowest cumulative grade point average of students in the top six percent.

## ACADEMIC STANDING

A student's academic standing is determined by the cumulative grade point average. In order to graduate, the student must earn a minimum of 2.0 on a 4.0 scale at the University of Northern Colorado.

- Students are placed on academic probation up to the next 24 credit hours at UNC if the cumulative grade point average (GPA) falls below a 2.0. When the cumulative GPA is raised to 2.0 or higher, the student will return to good academic standing.
- Students on academic probation who do not raise their cumulative grade point average to 2.0 or higher after completing 24 credit hours at UNC will be suspended.
- While on probation, if the student's cumulative GPA falls below a 1.00, the student will be automatically suspended.
- Students suspended from UNC may not apply for readmission until the passage of at least one term, Fall or Spring, unless extenuating circumstances exist and are documented.
- Suspended students must successfully complete nine semester hours of a 2.0 cumulative grade point average at another accredited institution, or present evidence of potential future academic success in order to be readmitted.
- Applications for readmission are available through the Office of Academic Support and Advising.
- All applications are reviewed by the University Academic Review Committee. The University Academic Review Committee's decisions are final.
- A second academic suspension is considered a permanent suspension from future enrollment at UNC.

## BASIC SKILLS COURSES

These courses are designed to teach academic skills and general competencies necessary to succeed in college. Numbered 001 through 099, they do not count in term, cumulative or total credits and are not calculated into the grade point average. Credits earned in these courses will not count toward meeting financial aid minimum credit-hour requirements. These courses are not eligible to be retaken using grade forgiveness

## CHANGING A MAJOR TO UNDECLARED

Any new or transfer student entering the University of Northern Colorado can choose to be designated as Undeclared when he or she enters the University. Students with a declared major who wish to change their major status to Undeclared should contact the Office of Academic Support and Advising to make an appointment for review and approval. Students requesting this change must have fewer than 18 credits combined of registered and/or previously earned hours. Students who would like to explore other major or minor options may receive services from the Office of Academic Support and Advising regardless of their current major status.

## CLASSIFICATION STATUS

The following describes the academic classification of undergraduate students:

Classification	Credits Required
Freshman	0-29 credits
Sophomore	30-59 credits
Junior	60-89 credits
Senior	90+ credits until completion of bachelors degree

## CREDIT BY EXAMINATION: AP, CLEP, CHALLENGE, FOREIGN LANGUAGE PROFICIENCY

**AP and International Baccalaureate:** A student may qualify for University credit or may exempt a specific course by demonstrating superior performance on the subject matter. Examinations administered through the Advanced Placement (AP) program of the Educational Testing Service. These are usually taken when the student is still in high school. Generally, an AP test score of 3, 4, or 5 will result in college credit being awarded. An International Baccalaureate (IB) test score of 4 or 5 may result in college credit being awarded. Please consult the Office of Admissions for specific AP test score requirements.

**The College-Level Examination Program (CLEP)** offers another opportunity to earn credit through demonstration of superior performance in subject matter examinations. CLEP credit is offered for certain courses. Arrangements are made at Career Services.

**Challenge Exams:** Students who judge their current academic ability in a specific course to be sufficiently high to earn credit may take rigorous subject matter examinations. Students interested in challenging a UNC course should contact the appropriate school or program to determine the availability of a challenge examination.

**Proficiency Examinations:** Certain required courses in some majors and minors offer proficiency examinations to determine whether or not a student may be excused from a requirement.

**Retroactive Credit in Modern Languages courses:** The Modern Languages Program does not offer proficiency examinations to establish advanced placement or retroactive credits in language classes. Instead, a student may receive retroactive credits, provided a grade of "B" (3.0) is earned in the student's first UNC course above the 101 level in a particular language (Chinese, French, German, Japanese). Students must petition the Registrar's office after receiving a 'B' or higher grade in order to be awarded the retroactive credits. Petition forms are available in the Modern Languages Program office.

Retroactive credit may be earned in one or more languages, as follows:

- Elementary Language II (102) courses earn 5 retroactive credits plus 5 course credits for a total of 10 credits.
- Intermediate Language I (201) courses earn 10 retroactive credits plus 3 (CHIN, JAPN) or 4 (FR, GER) course credits for a total of 13 or 14 credits.
- Intermediate Language II (202) courses earn 13 or 14 retroactive credits plus 3 (CHIN, JAPN) or 4 (FR, GER) course credits for a total of 16 or 18 credits.

Any advanced language course (300 and above) earns 16 (CHIN, JAPN) or 18 (FR, GER) retroactive credits plus 3 course credits for a total of 19 or 21 credits.

## 30-CREDIT POLICY FOR UNDECLARED STUDENTS

The 30-Credit Policy directs students towards successfully completing a degree at the University of Northern Colorado. 120 credits are required to complete a degree at Northern Colorado. A student who has earned 30 credits should have completed one of the requirements for earning a degree. Usually students reach 30 credits after either their second or third semester. Ensuring that students have a clear path for degree completion is of utmost importance to Northern Colorado, and the 30-Credit Policy illustrates this commitment to student success.

- The 30-Credit Policy requires students who have earned 30-credits to declare a major. Credits used in calculating earned hours at Northern Colorado include all applied transfer credit, college credit earned in high school, and Northern Colorado credit hours. A No-Major Hold is applied to undeclared students' accounts upon the completion of 30 credits. Once a student has completed the appropriate paperwork and met any admission requirements for declaring a chosen major, the No-Major Hold is removed from the student's account.

## FRESH START PROGRAMS FOR FRESHMEN & RETURNING STUDENTS

The Fresh Start Programs were created to provide a second chance or "fresh start" for students with poor academic standing. Students who apply and meet the requirements of the program are given the opportunity to recalculate their cumulative GPA without grades of "C-", "D+", "D", "D-" and "F".

The Fresh Start Program for Freshmen is for students who have completed fewer than 30 credits towards graduation with a cumulative GPA of less than a 2.0. An eligible student must:

- Complete 24 credit hours with a 2.5 minimum grade point average at another institution (based on a 4.0 scale or an equivalent score on a different scale). All 24 credits hours must transfer to the University of Northern Colorado.
- Complete an application for the Fresh Start Program. Applications are available through the Office of Academic Support and Advising.
- Upon returning to UNC, complete 12 credits in a single semester with a minimum gpa of 2.50.

After completing outlined requirements, student's cumulative GPA will be re-calculated, without the grades of "C-", "D+", "D", "D-" and "F's". All UNC credits will be used in the calculation of the cumulative GPA to determine graduation with honors.

To be eligible for the Fresh Start Program for Returning Students, a student must:

- Not have attended UNC for a minimum of five years.
- Complete an application for the Fresh Start Program. Applications are available through the Office of Academic Support and Advising.

The student's cumulative GPA will be re-calculated, without the grades of "C-", "D+", "D", "D-" and "F's". All UNC credits will be used in the calculation of the cumulative GPA to determine graduation with honors. For more information, contact the Office of Academic Support and Advising.

## GRADUATION APPLICATION

Undergraduate students must apply for graduation upon completion of 90 semester hours of credit applicable to the degree program. Applications for graduation are accepted at the Registrar's Office. There is a non-refundable graduation fee assessed at the time of application for graduation.

After the application is filed, the student is required to inform the Registrar's Office of any change in graduation plans, (i.e., the proposed semester of graduation, course substitutions, course repeats).

## GRADUATION REQUIREMENTS

Graduation requirements are checked in accordance with one specific university catalog. Graduation requirements for a student are listed in the catalog published for the academic year during which the student declared the first major.

The student may move forward into a new catalog up to and including the current one, provided the student was in attendance at the university during that academic year. Once a move to a new catalog occurs, students may not move back to any prior catalog.

## MIDTERM GRADES

- Effective Fall 2004, midterm grades are required for all freshmen, first-term undergraduate transfer students, student athletes and students on probation. As of Spring 2007, midterm grading is available for all undergraduate students and faculty are encouraged to process midterm grades for all undergraduate students. Faculty will have access to enter the midterm grades beginning the 6th week through the 9th week of the term. Students can view their midterm grades via Ursa as they are assigned through the 14th week of the term.

## MULTIPLE MAJORS AND CONCURRENT DEGREES

Students who complete multiple majors can be awarded multiple degrees if they complete an additional 30 credits (above and beyond the 120 credits required for the first degree) for each additional major. For example:

- Students who complete two majors and 150 or more credits can receive two degrees.
- Students who complete three majors and 180 or more credits can receive three degrees.

The following examples illustrate transcript and diploma display when the additional 30 hours are completed, and also when fewer than 30 additional hours are completed.

Student who complete **two majors and 150 or more credits** earn a double degree.

- Transcript display:  
*Bachelor of Science: Business Administration: Finance*  
*Bachelor of Arts: Sociology: Social Issues*
- Diploma display (two separate diplomas are produced):  
*Bachelor of Science degree*  
*Major Acknowledgement: Business Administration*  
*Bachelor of Arts degree*  
*Major Acknowledgement: Sociology*

Students who complete **two majors but have fewer than 150 credits** earn one degree with two majors. Example: for a student with a first major of Business Administration and a second major of Sociology:

- Transcript display:  
*Bachelor of Science: Business Administration: Finance*  
*Second major Sociology: Social Issues*
- Diploma display:  
*Bachelor of Science degree*  
*Major Acknowledgements:*  
*Business Administration*  
*Sociology*

Students who complete one major with multiple emphases (in selected majors where allowed) earn one major and one degree, regardless of the number of credits completed.

Degrees and majors are approved through the Colorado Department of Higher Education. All credits acquired during pursuit of a degree are incorporated in that degree and may not be used to satisfy any future degree. Students may not pursue both an undergraduate and a graduate degree program simultaneously without prior approval from both the Registrar's Office and the Graduate School.

Questions regarding multiple majors and concurrent degrees should be directed to the Registrar's Office.

## ON-CAMPUS LIVING REQUIREMENT

All students with less than 20 semester hours earned and under 20 years of age are required to live in a residence hall. Undergraduate students must be enrolled in a minimum of six semester hours to live on campus.

## ORIENTATION

The New Student Orientation program is designed to assist first-time freshmen, transfer students and their family members through the transition into the University of Northern Colorado. First-time freshmen are expected to attend and participate in a two-day New Student Orientation session during the summer.

Transfer students are also encouraged to attend a one-day New Student Orientation. Orientation will provide essential information about the University, its academic policies and procedures, how to get involved on campus, and how to be a successful college student.

Freshmen will also receive academic advising and register for classes at New Student Orientation. Transfer students should make an appointment with their academic program to receive academic advising and assistance registering for classes. By separate mailing, newly admitted students will receive information on the New Student Orientation program. You may also visit the website at [www.unco.edu/orientation](http://www.unco.edu/orientation).

## SECOND BACCALAUREATE

Students who received their first degree at UNC and wish to declare an intent to complete a second baccalaureate degree must complete a Change of Major form available in each academic school. Upon completion of the form and approval by the appropriate programs, the student's records will be changed to reflect the intent to complete a second baccalaureate degree.

In order for the classification change to be approved for a particular semester and, thus, allow the student to pay undergraduate rather than the graduate tuition rates, the form must be sent from the appropriate program to the Registrar's Office by Wednesday of the third full week of the first semester the student is enrolled in courses to count toward the second baccalaureate degree. Applications submitted after this point in the semester will not affect the student's classification (undergraduate, second baccalaureate degree) until the following semester. Students must complete a minimum of 30 semester hours of UNC credit to qualify for the second bachelor's degree.

Students who have completed their baccalaureate degree at another institution and seek a second baccalaureate degree at UNC must complete an admission application through the UNC Admissions Office and are required to pay undergraduate tuition rates.



# UNDERGRADUATE GRADUATION REQUIREMENTS, LIBERAL ARTS CORE (LAC), TEACHER EDUCATION (PTEP), AND SPECIAL PROGRAMS

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## BACHELOR'S DEGREE

A bachelor's degree is an academic title granted to a student who has completed a specific course of study. Degree titles are authorized by the Colorado Commission on Higher Education and programs leading to the degrees are administered by the University, a college, a school and sometimes a program board or coalition of faculty.

The faculty of UNC has established four general requirements that a student must meet to earn a baccalaureate degree:

1. Earn a minimum of 120 semester credit hours.
2. Have a University of Northern Colorado cumulative grade point average of at least 2.00. Certain programs or majors may have additional requirements (e.g., recommendation for teacher licensure requires a UNC cumulative grade point average of at least 2.75).
3. Have at least 40 credit hours in courses designated as Liberal Arts. The Liberal Arts Core program is described later in this chapter.
4. Meet all degree requirements in the student's major field of study, as listed in the Catalog current when the first major is officially declared. This may include required minors, licensures, and/or endorsements.

## CATALOG REQUIREMENTS

Requirements for graduation are checked as follows:

1. Student completes all degree requirements (the Liberal Arts Core, major(s), minor(s), teacher licensure) as designated in the catalog of the academic year in which his or her primary major is declared

**Note:** The requirements for the LAC are determined by the same catalog as the major, but individual course eligibility to satisfy any given LAC requirement is determined by the catalog in effect when the course in question is taken at UNC

**Note:** A change from one major to another (or a change of one emphasis to another within the same major) effects a change of catalog year into the catalog in effect when the major change occurred.

2. Each catalog is in effect for a six-year time limit.
3. At the expiration of a catalog's six-year time limit, the student may select any subsequent catalog up to and including the current one, provided the student is or was in attendance at the University during that academic year.

## CORRESPONDENCE CREDIT

A maximum of 30 semester hours of credit in correspondence and/or continuing education courses will be accepted toward graduation.

All correspondence courses and/or transfer work must be completed, received, graded and recorded before the semester of graduation.

## MAJOR AND MINOR REQUIREMENTS

A major is a concentration of courses in a student's declared area of primary academic study which, when accompanied by appropriate supporting courses, leads to a degree. Majors are recorded on the student's permanent record. The requirements for a major are specified in the Catalog of the academic year in which the student declares a major.

Certain courses are required for the major, but electives may be selected from a range of alternatives prescribed by the program. Students who are unsure of their major may enter the University as "undeclared." Students are required to declare a major by the time they have completed 30 credit hours toward graduation, including transfer credit. Undergraduate students may transfer from one major to another by filing a Change of Major/Minor form as long as they meet the requirements of the new program. Please note: a change of emphasis area constitutes a change of major.

An emphasis area includes specified courses that provide a particular focus within a major. Emphasis areas for majors are recorded on the student's academic record.

In contrast with a major, an academic minor involves less extensive concentration in a discipline but still imposes specific requirements. An undergraduate minor is a specific set of courses in a subject area or academic discipline. A minor does not alone lead to an academic degree, but may be required by some majors. A minor differs from an emphasis area in that a minor is not a focus within the student's major.

The requirements for a minor are specified in the Catalog of the academic year in which the student declares a first major.

To complete a major from UNC, a student is required to earn a minimum of nine upper-division UNC credits (300-400) in that major. To complete a minor, a student is required to earn a minimum of six upper-division UNC credits (300-400) in that minor.

The student must meet all requirements and pass all courses required by the school/college or program from which he or she selects a major or a minor. These requirements vary and are specifically stated in the section of this catalog that summarizes each academic program's offerings including its majors and minors.

Each undergraduate student is strongly encouraged to work closely with his or her assigned faculty advisor in selecting Liberal Arts Core courses, major and minor offerings and elective courses from other disciplines.

## MATHEMATICS REQUIREMENTS

The School of Mathematical Sciences offers several different mathematics courses that may be appropriate starting points for students who need to take college mathematics. The program strongly desires that students begin their college mathematics by taking the most appropriate course.

The following are the most commonly followed sequences of mathematics courses. Requirement satisfaction depends on a choice of major/minor and high school mathematics preparation.

1. If you have three full years of high school mathematics with a grade of "C" or better (C- is not acceptable):

To satisfy Liberal Arts Core area 2 only –  
MATH 120 or STAT 150

To satisfy Business majors –  
MATH 175-MATH 176 or MATH 124-MATH 176

To satisfy Elementary Education Teacher Licensure –  
MATH 181 and MATH 182

**Note:** Students in the Mathematics Concentration should consult an advisor in the School of Mathematical Sciences.

## OFFICIAL TRANSCRIPTS

Transcripts from all colleges and universities containing transfer credit necessary for completion of degree requirements must be received by the Admissions Office before the semester of graduation.

## PREVIOUS CREDIT EARNED

Any college work earned more than 15 years before the time a baccalaureate degree is granted at UNC may be applicable toward a degree at the discretion of the Registrar and the major and minor programs.

## RESIDENCY REQUIREMENT

A student must have earned a minimum of 30 semester credit hours in UNC courses. For students who exceed the minimum 30 hour residence requirement, 20 of the last 30 semester credit hours of a degree program must be earned in UNC courses.

# THE LIBERAL ARTS CORE

## Mission

The mission of the program is to give students a foundation in the liberal arts, enabling them to become responsible, well-educated citizens capable of contributing effectively to a rapidly changing, technologically advanced, global society. The program's curriculum is designed to introduce students to undergraduate studies; to foster their competencies in reading, writing, critical thinking, mathematics, and the use of technology; to improve their awareness of the multicultural character of contemporary society; and to give them a sense of connections among the various academic disciplines. Students who complete the program will be prepared to think for themselves, to marshal relevant information, to reason about complex issues, to reflect upon questions of principle, to express themselves effectively, to recognize the importance of the past, to appreciate cultures and values different from their own, to make choices with a sense of their ethical implications, to work towards a better future, and to function with skill and knowledge in an ever-changing world.

## Requirements

Students are required to complete at least 40 hours, distributed among the following areas: Basic Core Courses, Multicultural and International Studies Courses, and Electives. Every student must successfully pass:

- At least 31 hours of Basic Core Courses (Areas 1-6), distributed as indicated below, and with at least 15 of those hours being drawn from Areas 3, 4, and 5.
- At least one Multicultural Studies course and at least one International Studies course (Areas 7-8). There are courses that may be counted simultaneously toward satisfying the requirement of 31 hours of Basic Core Courses and towards satisfying the Multicultural Studies and International Studies requirements.
- Enough Electives to bring the total number of hours to at least 40 hours.

See also the sections "Special Notes" and "Exceptions to the Requirements of the Liberal Arts Core" below.

## Guaranteed Transferability

Courses bearing the gtP designation have been approved by the Colorado Commission on Higher Education (CCHHE) for inclusion in the Colorado Guaranteed Transfer Program. These courses will automatically transfer to any Colorado public institution and continue to count toward general education or other graduation requirements for any liberal arts or science associate or bachelor's degree program, if you receive a grade of "C-" or better. Statewide articulation agreements prescribe specific general education and degree requirements in the following professional degree programs: business, early childhood, elementary education, engineering and nursing. Most of the other courses, not approved for the gtP designation, will also be accepted in transfer by other institutions, but they may not fulfill general education or degree requirements.

## Offerings

The typical frequency of offering of each course in the program is indicated below by means of the following codes:

- SEM – course offered every fall and spring semester
- 1YR – course offered every academic year
- 2YR – course offered every two (2) academic years
- IRR – course offered irregularly

**Note:** The frequency listed is typical and may be affected by availability to staff the course.

## BASIC CORE COURSES<sup>1</sup>

### Area 1. Communication (Composition) — 6 hours

Select two courses: ENG 122 (College Composition) and one of the courses in subgroup (b).

#### a. Elementary Composition

ENG 122 College Composition (3) SEM — gtP

#### b. Intermediate Composition

ENG 123 College Research Paper (3) SEM — gtP

ENG 225 Communications on a Theme (3) — 1 YR - gtP

MUS 152 Writing and Scholarship in the Performing and Visual Arts (3) 1YR - gtP

SCI 291 Scientific Writing (3) SEM – gtP

<sup>1</sup> Areas 1-6 correspond to the categories in Colorado's gtPathways. Although UNC has decided to treat History as a distinct area, the fact that History is classified as a required Social and Behavioral Sciences course in gtPathways means that the requirements for Areas 3-5 above correspond exactly to the requirements in gtPathways for courses in Arts and Humanities and Social and Behavioral Sciences. Note that Basic Core Courses bearing the designation "gtP" have all been approved for inclusion in gtPathways. Basic Core Courses not bearing the designation have all been nominated for gtPathways. Once approved, they will be listed on the CCHHE Web site at:

<http://www.state.co.us/cche/gened/gtpathways/transfer.pdf>

**Area 2. Mathematics — 3 hours minimum<sup>2</sup>**

Select one course—but note that if you select MATH 181, it will satisfy the requirement only after you have also completed MATH 182.

- MATH 120 Mathematics and Liberal Arts (3) SEM – gtP
- MATH 124 College Algebra (4) SEM – gtP
- MATH 125 Plane Trigonometry (3) SEM – gtP
- MATH 127 Elementary Functions (4) SEM – gtP
- MATH 131 Calculus I (4) SEM – gtP
- MATH 132 Calculus II (4) SEM – gtP
- MATH 181 Fundamentals of Mathematics I: Number and Operations (3) SEM – gtP
- MATH 182 Fundamental Mathematics II: Algebra, Probability and Data Analysis (3) SEM – gtP
- STAT 150 Introduction to Statistical Analysis (3) SEM – gtP

**Area 3. Arts and Humanities — 6-9 hours**

Select two or three courses from subgroups (a)-(d), drawing from at least two different subgroups.

**a. Arts**

- ART 181 History of Art I (3) 1YR – gtP
- ART 182 History of Art II (3) 1YR – gtP
- ART 190 Art Appreciation (3) SEM – gtP
- HUM 120 Introduction to Film (3) SEM – gtP
- HUM 130 Introduction to Cultural Studies (3) SEM – gtP
- MIND 297 Creativity in the Arts (3) 1YR – gtP
- MT 296 Musical Theatre History (3) 1YR – gtP
- MUS 140 Introduction to Music (3) SEM – gtP
- MUS 143 Musical Styles and Context (3) SEM – gtP
- MUS 150 History of Rock and Roll (3) IRR – gtP
- MUS 204 Music Fundamentals and Experiences (3) SEM – gtP
- MUS 243 History of Music I (3) 1YR – gtP
- MUS 247 Music Cultures of the World (3) 1YR – gtP
- THEA 130 Introduction to the Theatre (3) SEM – gtP
- THEA 225 Theatre in Film (3) 1YR – gtP
- THEA 296 History of Theatre I (3) 1YR – gtP
- THEA 297 History of Theatre II (3) 1YR – gtP

**b. Literature and Humanities**

- AFS 205 Survey of African American Literature (3) 1YR – gtP
- ENG 131 Introduction to Literature (3) SEM – gtP
- ENG 211 Survey of American Literature (3) SEM – gtP
- ENG 213 Survey of British Literature I (3) SEM – gtP
- ENG 214 British Literature II (3) SEM – gtP
- ENG 236 Ethnic American Literature (3) SEM – gtP
- ENG 262 Masterpieces of World Literature (3) SEM – gtP
- HISP 111 Introduction to Hispanic Literature (3) 1YR – gtP
- HUM 231 Images of Women in Literature and the Arts (3) 1YR – gtP
- MAS 110 Contemporary Chicano Literature (3) 1YR – gtP
- MIND 180 Great Ideas of the Western Tradition (3) SEM – gtP
- MIND 182 Confluence of Cultures (3) 2YR – gtP

**c. Ways of Thinking**

- BA 150 Foundations of Business Thought (3) SEM – gtP
- MIND 181 Great Traditions of Asia: India, China and Japan (3) 2YR – gtP
- MIND 290 Search for Meaning (3) 2YR – gtP
- PHIL 100 Introduction to Philosophy (3) SEM – gtP
- PHIL 110 Figures in Western Philosophy (3) SEM – gtP
- PHIL 150 Ethics in Theory and Practice (3) 1YR – gtP

**d. Foreign Languages**

- ASL 201 American Sign Language III (3) SEM – gtP
- ASL 202 American Sign Language IV SEM – gtP
- CHIN 201 Intermediate Chinese I (3) 1YR – gtP
- CHIN 202 Intermediate Chinese II (3) 1YR – gtP
- FR 201 Intermediate French I (3) 1YR – gtP
- FR 202 Intermediate French II (3) 1YR – gtP
- GER 201 Intermediate German I (3) 1YR – gtP
- GER 202 Intermediate German II (3) 1YR – gtP
- JAPN 201 Intermediate Japanese I (3) IRR – gtP
- JAPN 202 Intermediate Japanese II (3) IRR – gtP
- SPAN 201 Intermediate Spanish I (3) SEM – gtP

<sup>2</sup>IDLA students are to take MATH 181 and MATH 182 unless they have selected the Mathematics concentration. Those who have selected the Mathematics concentration are to take MATH 131 and MATH 182 instead of MATH 181 and MATH 182.

SPAN 202 Intermediate Spanish II (3) SEM – gtP

**Area 4. History — 3 hours**

Select one course:

- AFS 101 Development of Black Identity (3) SEM – gtP
- AFS 201 African American History I (3) 1YR – gtP
- AFS 202 African American History II (3) 1YR – gtP
- HIST 100 Survey of American History from Its Beginnings to 1877 (3) SEM – gtP
- HIST 101 Survey of American History from 1877 to the Present (3) SEM – gtP
- HIST 110 African Civilization (3) 1YR – gtP
- HIST 113 Asian Civilization II: The Modern Transformation (3) 1YR – gtP
- HIST 118 History of Mexico (3) SEM – gtP
- HIST 120 Western Civilization from Ancient Greece to 1689 (3) SEM – gtP
- HIST 121 Western Civilization from 1689 to the Present (3) SEM – gtP
- HIST 283 Russian Civilization (3) 2YR – gtP

**Area 5. Social and Behavioral Sciences — 3-6 hours**

Select one or two courses from subgroups (a)-(c). If you select two, they must be drawn from different subgroups.

**a. Economic and Political Systems**

- ECON 101 Understanding the Contemporary Economy (3) SEM – gtP
- ECON 203 Principles of Macroeconomics (3) SEM – gtP
- ECON 205 Principles of Microeconomics (3) SEM – gtP
- FR 116 Contemporary France (3) 1YR – gtP
- GER 116 Contemporary Germany (3) 1YR – gtP
- MIND 286 Value Issues in Political Economy (3) 1YR – gtP
- PSCI 100 United States National Government (3) SEM – gtP
- PSCI 105 Fundamentals of Politics (3) SEM – gtP

**b. Geography**

- GEOG 100 World Geography (3) SEM – gtP
- GEOG 110 Geography of the United States and Canada (3) SEM – gtP
- GEOG 200 Human Geography (3) SEM – gtP

**c. Human Behavior and Social Systems**

- AFS 100 Introduction to Africana Studies (3) SEM – gtP
- ANT 100 Introduction to Anthropology (3) SEM – gtP
- ANT 110 Introduction to Cultural Anthropology (3) SEM – gtP
- ANT 120 World Archaeology (3) SEM – gtP
- ANT 212 North American Indians (3) 1 Y – gtP
- ASLS 160 Introduction to Human Communication and Its Disorders (3) SEM – gtP
- GERO 205 Introduction to Gerontology (3) SEM – gtP
- HISP 102 Hispanic Cultures in the United States (3) – gtP
- LIB 201 Power & Control in an Information Society (3) SEM – gtP
- MAS 100 Introduction to Mexican American Studies (3) SEM – gtP
- NURS 200 Women's Health Care (3) SEM – gtP
- PSY 120 Principles of Psychology (3) SEM – gtP
- PSY 230 Human Growth and Development (3) SEM – gtP
- PSY 265 Social Psychology (3) SEM – gtP
- SOC 100 Principles of Sociology (3) SEM – gtP
- SOC 120 Introduction to Family Studies (3) SEM – gtP
- SOC 221 Sociology of Gender (3) SEM – gtP
- SOC 237 Sociology of Minorities (3) SEM – gtP
- WS 101 Women in Contemporary Society (3) SEM – gtP

**Area 6. Physical and Life Sciences — 7 hours**

Select two courses with different prefixes. At least one of the courses must have an L (laboratory) designation. CHEM 102 can be counted towards the satisfaction of this requirement only upon the completion of CHEM 101.

- AST 100 General Astronomy (4) (L) SEM – gtP
- BIO 100 Exploring Biology (3) SEM – gtP
- BIO 101 Biological Perspectives (4) (L) SEM – gtP
- BIO 110 Principles of Biology (4) (L) SEM – gtP
- BIO 265 Life Science Concepts (3) (L) SEM – gtP
- CHEM 101 Chemistry for Citizens (3) SEM – gtP



CHEM 102 Chemistry for Citizens Laboratory (1) (L) SEM – gtP  
 CHEM 111 Principles of Chemistry I (5) (L) SEM – gtP  
 CHEM 281 Fundamentals of Biochemistry (5) (L) SEM – gtP  
 ENST 100 Introduction to Environmental Studies (3) SEM – gtP  
 ENST 225 Energy and the Environment (3) IRR – gtP  
 ENST 235 Chemistry and the Environment (3) IRR – gtP  
 ESCI 265 Earth Science Concepts for Elementary Teachers (3) (L) SEM – gtP  
 FND 250 Principles of Nutrition (3) SEM – gtP  
 GEOL 100 General Geology (4) (L) SEM – gtP  
 GEOL 110 Our Geological Environment (3) 1YR – gtP  
 MET 110 Our Violent Atmosphere (3) SEM – gtP  
 MET 205 General Meteorology (4) (L) SEM – gtP  
 OCN 110 Our Ocean Systems (3) 1YR – gtP  
 OCN 200 General Oceanography (4) (L) 1YR – gtP  
 PHYS 220 Introductory Physics I (5) (L) 1YR – gtP  
 PHYS 240 General Physics I (5) (L) 1YR – gtP  
 SCI 106 Introduction to Spaceflight (3) SEM – gtP  
 SCI 109 The Cosmos (3) SEM – gtP  
 SCI 265 Physical Science Concepts (4) (L) SEM – gtP

## International and Multicultural Studies

### Area 7. International Studies

Select one course from the following (starred courses may be used to satisfy the requirement in this area and the requirement for the subgroup of Basic Core Courses indicated in brackets below).

- \* ANT 110 Introduction to Cultural Anthropology (3) SEM [5c] – gtP
- BA 251 International Business (3) SEM
- CHIN 101 Elementary Chinese I (5) 1YR
- CHIN 102 Elementary Chinese II (5) 1YR
- CHIN 116 Introduction to Chinese Civilization (3) 2YR
- \* CHIN 201 Intermediate Chinese I (3) 1YR [3d] – gtP
- \* CHIN 202 Intermediate Chinese II (3) 1YR [3d] – gtP
- COMM 223 Intercultural Communication (3) SEM
- FR 101 Elementary French I (4) 1YR
- FR 102 Elementary French II (4) 1YR
- \* FR 116 Contemporary France (3) 2YR [5a] – gtP
- FR 117 The French Speaking World (3)
- \* FR 201 Intermediate French I (3) 1YR [3d] – gtP
- \* FR 202 Intermediate French II (3) 1YR [3d] – gtP
- GER 101 Elementary German I (4) 1YR – gtP
- GER 102 Elementary German II (4) 1YR – gtP
- \* GER 116 Contemporary Germany (3) 2YR [5a] – gtP
- \* GER 201 Intermediate German I (3) 1YR [3d] – gtP
- \* GER 202 Intermediate German II (3) 1YR [3d] – gtP
- \* HISP 111 Introduction to Hispanic Literature (3) 1YR [3b] – gtP
- JAPN 101 Elementary Japanese I (5) IRR
- JAPN 102 Elementary Japanese II (5) IRR
- JAPN 116 Contemporary Japan (3) IRR
- \* JAPN 201 Intermediate Japanese I (3) IRR [3d] – gtP
- \* JAPN 202 Intermediate Japanese II (3) IRR [3d] – gtP
- \* MIND 180 Great Ideas of the Western Tradition (3) SEM [3b] – gtP
- \* MIND 181 Great Traditions of Asia: India, China and Japan (3) 2YR [3c] – gtP
- \* MUS 247 Music Cultures of the World (3) 1YR [3a] – gtP
- SOC 235 Social Change in a Global Context (3) 1YR
- SPAN 101 Elementary Spanish I (5) SEM
- SPAN 102 Elementary Spanish II (5) SEM
- \* SPAN 201 Intermediate Spanish I (3) SEM [3d] – gtP
- \* SPAN 202 Intermediate Spanish II (3) SEM [3d] – gtP

### Area 8. Multicultural Studies

Select one course from the following (starred courses may be used to satisfy the requirement in this area and the requirement for the subgroup of Basic Core Courses indicated in brackets below).

- \* AFS 100 Introduction to Africana Studies (3) SEM [5c] – gtP
- \* AFS 101 Development of Black Identity (3) SEM [4] – gtP
- \* ANT 212 North American Indians (3) 1YR [5c] – gtP
- ASL 101 American Sign Language I (3) SEM
- ASL 102 American Sign Language II (3) SEM
- \* ASL 201 American Sign Language III (3) SEM [3d] – gtP

- \* ASL 202 American Sign Language IV SEM [3d] – gtP
- \* ENG 236 Ethnic American Literature (3) SEM [3b] – gtP
- \* HISP 102 Hispanic Cultures in the United States (3) SEM – gtP [5c] – gtP
- \* MAS 100 Introduction to Mexican American Studies (3) SEM [5c] – gtP
- \* MAS 110 Contemporary Chicano Literature (3) 1YR [3b] – gtP
- MCS 101 Multiculturalism in the United States: Concepts and Issues (3) SEM
- \* MIND 182 Confluence of Cultures (3) 2YR [3b] – gtP
- \* MUS 150 History of Rock and Roll (3) IRR [3a] – gtP
- MUS 296 Survey of History and Literature of Jazz (3) 1YR
- \* SOC 237 Sociology of Minorities (3) SEM [5c] – gtP
- \* WS 101 Women in Contemporary Society (3) SEM [5c] – gtP

## Electives

Select enough additional courses from Areas 1-8 above and/or from the list below to bring the total number of Liberal Arts Core hours up to a minimum of 40.

- CS 101 Introduction to Computer Science (3) SEM
- MIND 100 The First Year Preceptorial (3) 1YR
- MIND 288 Contemporary Arts Connections (3) 2YR
- MIND 289 Coming of Age in the Twentieth Century (3) IRR
- MIND 292 Ideas in Conflict (3) IRR
- MIND 293 Play as a Route to Insight and Creation (3) IRR
- MIND 294 Revolutions in Science (3) 1YR
- MIND 295 Global Systems (3) 1YR
- MUS 241 Perceiving the Arts (3) 1YR
- MUS 244 History of Music II (3) 1YR
- THEA 159 Acting Theories and Practice (3) SEM

## Special Notes

- Up to nine semester credit hours of the courses listed above that can be used to satisfy the requirements of a student's first major and that carry the prefix of that major may also be used to satisfy the requirements of the Liberal Arts Core.
- Any course listed above that can be used to satisfy the requirements of a student's first major but that does not carry the prefix of that major may also be used to satisfy the requirements of the Liberal Arts Core.
- Any course listed above that can be used to satisfy the requirements of a student's minor or second major may also be used to satisfy the requirements of the Liberal Arts Core.
- No course taken before the time it appears as a Liberal Arts Core course in the Catalog may be used to satisfy the requirements of the Liberal Arts Core.
- No course taken after the time it is removed from the eligibility list for the Liberal Arts Core may be used to satisfy the requirements of the Liberal Arts Core.

## EXCEPTIONS TO THE REQUIREMENTS OF THE LIBERAL ARTS CORE

- Transfer students who have completed equivalent programs as determined by the Admissions Office may be exempted from all or part of the requirements of the Liberal Arts Core.
- A student who has earned a liberal-arts based Associate of Arts or Associate of Science degree or who has completed an equivalent program as determined by the UNC Admissions Office will receive credit for such work and be excused from Areas 1-8 of the requirements.
- If a student presents an ACT score of 30.0 or higher in English, or an SAT verbal score of 630 or higher, he or she is exempt from ENG 122.
- If a student presents an ACT score of 26.0 or higher in mathematics, or an SAT math score of 560 or higher, he or she is exempt from the Area 2 requirement.
- Students interested in challenging a Liberal Arts Core course should contact the appropriate program to determine the availability of a challenge examination.

## ELEMENTARY EDUCATION LICENSURE: LIBERAL ARTS CORE (LAC) PROGRAM

### Liberal Arts Core Courses — 40 semester hours

**Note:** Students are strongly recommended to take the first courses listed in each area. Subsequent, indented courses are acceptable alternatives.

#### *Area 1.a. Elementary Composition*

ENG 122 College Composition (3)

#### *Area 1.b. Intermediate Composition*

one course from Intermediate Composition (except BA 205 and MUS 152.)

#### *Area 2. Mathematics*

MATH 181 Fundamentals of Mathematics I: Number and Operations (3)

MATH 182 Fundamental Mathematics II: Algebra, Probability and Data Analysis (3)

#### *Area 3. Arts and Humanities*

Choose electives from 3.a., c., or d.

#### *Area 3.a.*

ENG 131 Introduction to Literature (3)

or ENG 211 Survey of American Literature (3)

or ENG 214 British Literature II (3)

or ENG 262 Masterpieces of World Literature (3)]

#### *Area 4. History*

HIST 100 Survey of American History from Its Beginnings to 1877 (3)

or HIST 101 Survey of American History from 1877 to the Present (3)

or HIST 121 Western Civilization from 1689 to the Present (3)

#### *Area 5.a. Economic and Political Systems*

ECON 101 Understanding the Contemporary Economy (3)

or PSCI 100 United States National Government (3)

or PSCI 105 Fundamentals of Politics (3)

#### *Area 5.b. Geography*

GEOG 100 World Geography (3)

or GEOG 110 Geography of the United States and Canada (3)

or GEOG 200 Human Geography (3)

*Area 6. Physical and Life Sciences (Two courses required. Total of 7 hours.)*

ESCI 265 Earth Science Concepts for Elementary Teachers (3)

or AST 100 General Astronomy (4)

or GEOL 100 General Geology (4)

or MET 205 General Meteorology (4)

or OCN 200 General Oceanography (4)

*and*

SCI 265 Physical Science Concepts (4)

or CHEM 111 Principles of Chemistry I (5)

or PHYS 220 Introductory Physics I (5)

or PHYS 240 General Physics I (5)

#### *Area 7. International Studies*

one international 3-hour class **except BA 251**

#### *Area 8. Multicultural Studies*

one multicultural 3-hour class

## PROGRAMS FOR ACADEMIC ENHANCEMENT

### ASA ACADEMIC LEARNING COMMUNITIES: UNC'S FIRST YEAR EXPERIENCE

Academic Learning Communities co-registers 25 students in two, three, or four Liberal Arts Core courses or major specific courses that work for undeclared and declared students. Some communities focus on a specific major or profession. The Office of Academic Support and Advising offers four types of communities:

- Class Act: A Learning Community for Future Elementary Teachers
- Major Connections: A Learning Community Designed to Help Students Get Started with Their Majors
- Ascent: Learning Community for Students Aiming at Professions in the Sciences
- Liberal Arts Core Connections: For students interested in theme-related courses or searching for a major

All programs provide a smooth, well-supported, and welcoming transition for new students entering UNC. Every learning community includes a one-credit elective course, FYE 108—First Year Experience.

UNC's First Year Experience course, FYE 108, helps new students understand UNC's expectations and values. Students will also consider potential careers and create a 4-year plan for a possible or declared major. This helps students see the big picture and design a course of study that fits their personal goals. The small group format allows students to:

- Connect with a group of 25 students who share several classes
- Have easy access to instructors, advisers, and tutors
- Enjoy guaranteed enrollment in high-demand courses required in the Liberal Arts Core and/or majors or pre-professional programs
- Prepare for specific careers, begin major coursework, and/or explore areas of personal interest
- Gain introductions to UNC activities, support services, computer labs, and the library
- Develop an individualized 4-year graduation plan
- Meet students with similar goals and form study groups and friendships more easily
- Learn from outstanding faculty who enjoy teaching and mentoring new students.

### Requirements

Incoming Freshman only.

### Join an Academic Learning Community

Students may register for a Learning Community during New Student Orientation. For more information, visit

[www.unco.edu/aac/](http://www.unco.edu/aac/).

## LIFE OF THE MIND: LIBERAL ARTS CORE OPTION

Life of the Mind is set of interdisciplinary Liberal Arts Core courses involving faculty members committed to the belief that the Liberal Arts Core curriculum should include courses that cross the boundaries of traditional academic programs to deal with broad intellectual concerns.

The "Life of the Mind" is the unifying theme of all the courses. Through them students are introduced to the great historical traditions of Western and Oriental thought and to the most provocative ideas of the 20th century. The faculty do not present these ideas as accepted truths, but instead faculty and students together explore them as possible answers to the central human questions. Through this exploration, students come to value the social, ethical and spiritual significance of intellectual activity - of the life of the mind.

Every Life of the Mind course is planned by an interdisciplinary team. Some courses are also team-taught, while others are individually taught, but offered by faculty members from several different programs. (For example, MIND 180 is offered by a history professor in fall and by a philosophy professor in spring.)

All courses involve study of key writings. During most class sessions the faculty and students engage in discussion of the meaning and importance of these writings, both in their own times and in the present. In MIND 181, Great Traditions of Asia, the class discusses the timeless message of the Indian Hindu classic, the Upanishads. In MIND 290, The Search for Meaning, the class debates the historical significance and

contemporary relevance of Plato's Apology. Discussions are interspersed with lectures, slide presentations and films. Life of the Mind classes aim to build students' skills in critical thinking, discussion and writing.

## MCNAIR SCHOLARS PROGRAM

The McNair Scholars Program has existed at UNC since 1995 and provides undergraduate research opportunities designed to prepare eligible juniors and seniors for graduate school. As a member of the federal TRIO family of programs, the McNair Scholars Program is dedicated to increasing access to doctoral education among currently underrepresented groups. Since 2000, over 70% of graduating UNC McNair Scholars have been accepted into graduate school.

### Program Highlights

- Two-semester research seminar (two credits each semester).
- Six-week funded summer research internship (stipend plus room and board).
- Funded travel to regional and national conferences.
- Faculty research mentor from student's discipline.
- Publication in the University of Northern Colorado *McNair Research Journal*.
- Graduate admissions preparation workshops.

### Program Course Requirements

McNair Scholars complete 4 credit hours in research methodology consisting of:

**HESA 431 McNair Scholars Research Studies I (2)** (offered in Fall)

**HESA 432 McNair Scholars Research Studies II (2)** (offered in Spring)

Additionally, students complete a six-week funded McNair Summer Research Internship.

### Program Eligibility

- Juniors and seniors with a 3.0 or higher GPA.
- First generation/low income and/or members of underrepresented populations.
- Committed to completing a doctoral degree.

### Additional Information

Detailed information is available at the McNair Scholars Program website: [www.unco.edu/mcnair](http://www.unco.edu/mcnair), by visiting the office in Michener L-75, or by calling (970) 351-2744. The McNair Scholars Program is funded 100% through a U.S. Department of Education grant, PR/Award Number P217A040110. For 2006/2007, the UNC McNair Scholars Program received \$240,806 in federal funds.

## MIND 100: THE FIRST YEAR PRECEPTORIAL

MIND 100 is an introduction to college-level work designed to sharpen students' reading, thinking, and writing abilities by engaging them in the study and discussion of challenging classical and contemporary texts. The course can be taken as an elective in UNC's Liberal Arts Core.

The primary goal of the course is to facilitate the transition from high school to college. The First Year Preceptorial accomplishes this by:

- Introducing students to the type of work that will be expected of them in college.
- Developing in them the habits of reading, thinking about, and discussing challenging texts.
- Helping them to develop their abilities as writers.
- Fostering a sense of community.

### Requirements

Incoming Freshman only.

### Registration

Students may register for Mind 100 during New Student Orientation. For more information, visit [www.unco.edu/Arts and Sciences/mind/mind\\_100/mind\\_100.html](http://www.unco.edu/Arts_and_Sciences/mind/mind_100/mind_100.html)

## PRESIDENT'S LEADERSHIP PROGRAM

### Requirements

The President's Leadership Program (PLP) is open to selected freshmen with demonstrated leadership experience and potential who are also accomplished scholars. PLP has courses of its own, in which scholars are engaged with leadership theory, and Liberal Arts Core choices where leadership dimensions are suggested. The program also sponsors guests to campus who are distinguished leaders in their own fields. The leadership mentor network is accessed through internship opportunities, and students are encouraged to study for a semester abroad. The PLP program can be taken with any major. In PLP 100 the Contract Learning Guide, the scholar's agreed PLP learning contract, is first introduced.

#### Semester 1

**ID 108 Freshman Workshop (1-3)** Take one hour

#### Semester 2

**PLP 100 Contemporary Leadership In Theory (3)**

**HIST 100 Survey of American History from Its Beginnings to 1877 (3)\***

#### Semester 3

**PSY 265 Social Psychology (3)**

**ENG 225 Communications on a Theme (3)**

#### Semester 4

**PLP 200 The Entrepreneur in America (2)\***

#### Semester 5

**BAMG 354 Organizational Behavior (3)** (BAMG 350

prerequisite waived for PLP scholars by Management program)

#### Semester 6

**PLP 492 Internship/Study Abroad (1-3)**

#### Semester 7

**PLP 499 Capstone (2)**

Though none is required, students are invited to consider other University classes which bear on leadership. A partial list of these includes:

**PHIL 110 Figures in Western Philosophy (3)\***

**PSCI 220 Introduction to International Relations (3)**

**MUS 241 Perceiving the Arts (3)**

**HIST 260 History of Science and Technology of the West (3)**

**PHIL 150 Ethics in Theory and Practice (3)**

**PSCI 100 United States National Government (3)**

**BAMG 350 Management of Organizations (3)**

**PSY 366 Industrial Psychology (3)**

**AFS 456 The Black Church and Religious Traditions (3)**

\*Carries Liberal Arts Core Credit.

### Program Narrative

*Year one.* The highlights of the first year are two classes, ID 108 and PLP 100. ID 108, to be taken in the first semester, will be a special section of the University's freshman orientation class highlighting campus and community leadership opportunities. The Career Center will assist with inventories of student aptitudes and interests, leading to matching of majors with careers.

PLP 100, Foundations of Leadership, will continue to build on the self-assessment inventories developed in ID 108. Students will be asked to begin a plan for their junior year internship, travel and study opportunities. Through readings and discussion with guests, leadership scholars will be asked to explore leadership as a creative process of creating, anticipating and molding change.

*Year Two.* In the second year, students gain a comprehensive introduction to theories of normative human development in PSY 265, and the opportunity to do further reading and writing on leadership issues in ENG 225.

PLP 200, explores the entrepreneurial mind, personality and achievement. Successful entrepreneurs will be invited to campus, and asked to share their perspectives on success and leadership with PLP students. "Entrepreneur" is defined in the broadest sense, and includes leaders who have successfully managed change in education, the arts and government. As the beginning exercise in this seminar, PLP students will be asked to share final plans for their junior year internship/study/travel project and its linkage to the senior paper.



*Year three.* In the junior year, the PLP student's match of junior project and senior paper is developed through an internship, and/or by study and travel abroad. PLP staff will develop correspondent relationships with universities abroad, in cities where Americans can comfortably live; staff will also develop internships in Denver and throughout Colorado so that students may experience the life of the career they've chosen. The project will be recorded in a final paper, formalized in a contract between the student and the PLP advisor. In the case of students concurrently enrolled in the Honors program, the paper's research design may be coordinated with an Honors advisor in the student's major field.

*Year four.* In the fourth year, the student finishes writing the senior paper in the seventh term, and presents results to colleagues in the capstone course. In the capstone experience, students again assess themselves as leaders, in charge of their own personal, residential and career-development transitions.

## UNIVERSITY HONORS PROGRAM

### Description and Goals of the Honors Program

The University Honors Program is designed to offer dedicated students both the resources of a comprehensive university and the individual attention traditionally associated with a small college. It asks that they be alive to the life of the mind and pushes them to raise the expectations they have for themselves and their education. It seeks to heighten their critical awareness, involve them in independent thinking and research, and encourage their leadership in the university and community.

### Applying to the Honors Program

Students are urged to join the Honors Program as freshmen, but they may enter up to the second semester of their junior year. All applications must be accompanied by two letters of recommendation from teachers and a statement of intent. Entering freshmen should have a 3.5 high school GPA and either be in the top 10 percent of their graduating class academically or have scored a minimum ACT of 27 (composite) or SAT of 1170 (critical reading and math). Prospective Honors students already enrolled at UNC or transferring from another college need a minimum 3.25 GPA.

Requests for applications and program inquiries should be directed to the Honors Program office. Applications may also be downloaded in PDF format at [www.unco.edu/honors](http://www.unco.edu/honors).

### Overview of Honors Program Requirements

#### Academic Foundations — 12 course credits

The Academic Foundations area provides Honors students with a variety of course options in their UNC Liberal Arts Core, Honors seminars, and experiential learning. **All students must complete at least one Life of the Mind (MIND) designated course and also complete either a second MIND or an Honors Connections Seminar as part of their Academic Foundations for a total of 6 credits. The remaining 6 course credits in Academic Foundations may come from additional MIND and seminar study or through various experiential learning options.**

Students may take up to three courses with the MIND designation. These courses engage students in topics that often cross disciplinary boundaries, explore subjects more deeply, and examine the many diverse ways of knowing. Each MIND course can also be used to meet a portion of a student's UNC Liberal Arts Core requirements if the courses are chosen carefully to fit into the designated core categories. Students may only take each MIND course once as the courses are not repeatable.

Select from the following MIND courses:

- MIND 100 The First Year Preceptorial (3)
- MIND 180 Great Ideas of the Western Tradition (3)
- MIND 181 Great Traditions of Asia: India, China and Japan (3)
- MIND 182 Confluence of Cultures (3)
- MIND 286 Value Issues in Political Economy (3)
- MIND 288 Contemporary Arts Connections (3)

- MIND 289 Coming of Age in the Twentieth Century (3)
- MIND 290 Search for Meaning (3)
- MIND 292 Ideas in Conflict (3)
- MIND 294 Revolutions in Science (3)
- MIND 295 Global Systems (3)
- MIND 297 Creativity in the Arts (3)

In addition to Life of the Mind courses, students may take up to two Honors Connections Seminars with the designation of HON 100 or HON 200. The connections seminars allow students to learn about a topic in depth from several perspectives. HON 100 courses emphasize the connections between disciplines. HON 200 courses engage students in an analysis of values and ethics in the context of the times. Honors Connections Seminars are offered by different faculty each year who represent colleges across the university campus. As with the MIND courses, students may only take each HON 100 or 200 course once.

Students wishing to engage in other Academic Foundations experiences may pursue a number of additional options including:

1. International or national student exchange,
2. Internships, field experience, and student teaching
3. Upper division course by contract, and
4. Graduate level coursework.

Students may pursue a maximum of two alternate options, but they must be in different categories as numbered above. Additionally, the students must seek and receive approval from the Honors Director prior to pursuing any given option. Students pursuing these alternate course options may earn up to 6 course credits for their work, or in some instances, they may be granted waiver of a portion of their Honors course credits. **In no instance, can coursework taken in Academic Foundations be used to substitute for coursework in Application of Academic Inquiry.**

#### Application of Academic Inquiry — 6 course credits

In their junior and senior year, Honors students engage in an in-depth study or creative works project of their choice which gives them the opportunity to work individually with a faculty mentor and strengthen their research, writing, and presentation skills. Students must take HON 351 and HON 451 each for 3 credits to satisfy this requirement and must present their completed research in a public forum to educate others on their topic.

Students may complete their in-depth study in any discipline, and projects may include field research, experimentation, or creative composition such as in the humanities or fine arts. All projects require a written component with critical, research-based, reflective analysis. All completed projects are bound and placed in the permanent collection of the university's James A. Michener Library, and students receive recognition of their accomplishments on their official transcript, on their university diploma, and at commencement.

#### Community or Professional Engagement

As a means of developing a personal ethic and/or professional demeanor in one's field or discipline, each student must also provide evidence of participation in at least one of the following while they are a student at the university:

- a leadership role in a campus student organization;
- peer mentor role for Honors or other campus organization;
- volunteer coordinator for campus-wide or community-wide event/activity;
- participation in NCHC or other professional organization conference;
- membership or affiliation with discipline-based professional organization.

#### Summary of Honors Program Requirements

The Honors Program requires completion of a total of 18 course credits with 12 course credits undertaken in Academic Foundations; 6 course credits undertaken in Application of Academic Inquiry; and evidence of Community or Professional Engagement during the student's undergraduate studies. Honors students who complete all requirements and

maintain a cumulative 3.25 UNC GPA will receive recognition during university commencement ceremonies, on their diploma, and on their transcripts that they have graduated from the University Honors Program.

Course checklists which summarize requirements are available from the Honors Program office, as are copies of the Honors Student Handbook and Honors Thesis Handbook. The checklists and handbooks may also be downloaded on the Honors Program website at [www.unco.edu/honors](http://www.unco.edu/honors).

### Additional Honors Program Information

The Honors Program maintains an up-to-date website with detailed information on the program, events and social activities, service projects, and other aspects of Honors campus life. Please visit the site at [www.unco.edu/honors](http://www.unco.edu/honors) for more information.

## RESERVE OFFICER TRAINING CORPS (ROTC)

Students may earn a minor in either Military Science (Army) or Aerospace Studies (Air Force). The programs are designed to prepare students to assume leadership as officers in the United States Army or Air Force.

The required courses are unique to each service and focus on the development of each cadet's leadership style. Leadership is learned, applied, and evaluated by cadre and cadets through practical exercises, laboratories, and participation in either the Army Advanced Camp or the Air Force Field Training Course. Numerous scholarships are available, and contracted cadets receive a monthly, tax-free allowance.

For further information about ROTC offerings call 970.491.1637 (Army) or 970.491.6476 (Air Force).

### Military Science (Army)

Please see "[Military Science \(Army\)](#)" (on page 148)

### Aerospace Studies (Air Force)

Please see "[Aerospace Studies \(Air Force\)](#)" (on page 140)

## TEACHER EDUCATION: PROFESSIONAL TEACHER EDUCATION PROGRAMS (PTEP)

The University of Northern Colorado offers five Professional Teacher Preparation Programs: Early Childhood (Birth-3 Grade), Elementary Education (K-6), Secondary Education in specific teaching areas (7-12) and K-12 Education in the areas of Physical Education, Music Education, Visual Arts Education, and Special Education.

A student interested in obtaining a Colorado Initial License to teach must apply, to be admitted to, and complete one of the PTEP. Students who have completed a baccalaureate degree, but do not hold a Colorado teacher license, may complete post-baccalaureate programs for teacher licensure.

**Application:** All students preparing to be teachers must apply for admission to a Professional Teacher Education Program by taking EDGE 110, Initial PTEP Application. Requirements include GPA specific to program, TB test, and the criminal background check.

Please see "[Teacher Education: Professional Teacher Education Programs \(PTEP\)](#)"—on page 81

### ADMISSION, PTEP

Full admission to PTEP is administered through a checkpoint course EDPE 120 Full Admission to PTEP Application. Requirements vary across the programs and generally include:

- Demonstrated competence in written English ("B" or better from Liberal Arts Core area 1a or b)

- recommendation of the program/major(s) including compliance with program/major minimum grade point average(s) and specific course and credit requirement. Teacher Education candidates are not assured admission solely on the attainment of minimum course and grade requirements or test scores.

## BASIC REQUIREMENTS, PTEP

**Standards of Professional Practice.** Teacher education candidates seeking admission or who have been admitted to a Professional Teacher Education Program are expected to maintain accepted standards of professional ethics in all aspects of their work in their program. These expectations are noted in the Professional Teacher Education Program Outcomes and the program standard of Professional Behavior.

The PTEP faculty will periodically review the suitability of teacher education candidates for admission to and continuation in their program. Teacher Education candidates who do not attain or uphold such standards are subject to academic sanctions, including denial, suspension, or dismissal from the program.

**Approvals for Student Teaching.** UNC teacher education candidates must maintain program/major requirements in their Professional Teacher Education Program. They must meet all PTEP requirements to be approved for a student-teaching placement, administered through EDPE 130 Student Teaching Application

**Program Assessments.** The State of Colorado has mandated that institutions of higher education undertake assessment of students and their academic programs. It is the responsibility of students to participate in any assessment activities that are determined by the PTEP and the University to meet this state mandate.

**Licensure exams.** The Colorado Department of Education requires applicants for teacher education licensure to present scores at or above the qualifying score set by the State Board of Education on the PLACE or PRAXIS Content Area assessment that has been adopted by the State Board of Education in compliance with federal guidelines (Title II) the performance of UNC students on the exams is detailed on the College of Education and Behavioral Sciences website at [www.unco.edu/cebs](http://www.unco.edu/cebs). For more information on the state assessment dates and locations for testing, contact the School of Teacher Education in McKee 216.

## LICENSURE APPLICATION: APPLICATION FOR COLORADO INITIAL LICENSURE

Recommendations are made when teacher education candidates have successfully completed an approved PTEP. Successful completion includes the following: Post Baccalaureate and Post Master's Licensure Programs

1. maintenance of program/major GPA requirements;
2. completion of the PTEP requirements;
3. passing PLACE Content; and
4. any additional requirements imposed by state law or regulation.

Upon successful completion of these requirements, teacher education candidates are eligible for institutional recommendation to the Colorado Department of Education for licensure in the State of Colorado.

The teacher education candidate may apply for a license at the end of the semester in which the PTEP is to be completed. Application forms are available in the School of Teacher Education. Completed applications are processed as soon as official transcripts are received from the Registrar.

## ENDORSEMENT AND LICENSURE PROGRAMS

The UNC Professional Teacher Education Programs (PTEP) prepare teacher education candidates for the following Colorado State Board of Education approved licensure/endorsement:

### PTEP

#### Early Childhood PTEP—on page 133

- Interdisciplinary Studies B.A.—on page 107
- The degree will provide an interdisciplinary liberal arts foundation for students who chose to pursue the **Early Childhood PTEP—on page 133**. The program is offered jointly with the Aims Community College.

#### Elementary PTEP—on page 134

- Interdisciplinary Studies B.A.—on page 106
  - Liberal Arts Emphasis

#### Secondary PTEP—on page 134

- Biological Sciences B.S.—on page 30
- Chemistry B.S. on page 95
- Communication Studies B.A.—on page 97
- Earth Sciences B.S.—on page 99
- English B.A.—on page 101
- Foreign Languages B.A.—on page 102
- French Secondary Teaching Emphasis on page 135
- Foreign Languages B.A.—on page 102
- German Secondary Teaching Emphasis on page 135
- Geography B.A.—on page 103
- History B.A.—on page 104
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  - K-6, 7-12 (requires completion of the Elementary, or Secondary PTEP)

**Licensure in Other States.** Teacher education candidates who successfully complete an approved PTEP may be recommended for licensure in other states too. However, completion of the UNC program or acquisition of a Colorado license does not assure licensure in other states because other states may have specific, additional requirements.

Teacher education candidates who expect to seek licensure in other states may check with the School of Teacher Education in McKee or correspond with the appropriate state departments of education early in their program to learn of any additional requirements

## POST-BACCALAUREATE AND POST-MASTER'S LICENSURE PROGRAMS

The Post-BA and Post-MA programs are licensing programs for students who already possess a Bachelor's or Master's degree from an accredited institution of higher education. Potential students must apply to graduate school, and select appropriate teacher licensure as a stand-alone program or in addition to a graduate degree. Upon admission to the University, students will receive an official program evaluation outlining specific course requirements in both the content area and the Professional Teacher Education Program.

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## ABOUT POST BA AND POST MA PROGRAMS

The Post-BA and Post-MA programs are licensing programs for students who already possess a Bachelor's or Master's degree from an accredited institution of higher education. Below is a list of approved teacher licensure programs. The indicated pages (web *Catalog* links) will identify specific program area course requirements as well as the Professional Teacher Education (PTEP) requirements. Upon admission to the University, students will receive an official program evaluation outlining specific course requirements in both the content area and the Professional Teacher Education Program. For admission to a Post-BA or Post-MA licensure program, students will apply through the Graduate School.

Students making application to the post-baccalaureate licensure programs are requested to contact the Department of Educational Foundations and Curriculum Studies or the School of Teacher Education in McKee to obtain detailed information concerning the structure and requirements leading to Colorado initial teacher licensure or an added endorsement.

These are licensing programs for students who already have a Bachelor's degree from an accredited institution of higher education.

For a complete list of programs offered at the University of Northern Colorado, See: "Post Baccalaureate and Post Master's Licensure Programs" on page 229.



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## BACHELORS DEGREES

### **HSS** AFRICANA STUDIES B.A.

#### Degree Requirements — 120 credits

See "Africana Studies B.A." on page 19.

#### Required Major Credits — 21 hours

AFS 104 Survey of Africa (3)  
 AFS 202 African American History II (3)  
 AFS 205 Survey of African American Literature (3)  
 AFS 240 Dynamics of Racism (3)  
 AFS 386 Political Economy of Modern Africa (3)  
 AFS 399 Community Study Project (1-4) (Must take 3 hours)  
 AFS 490 Seminar in Africana Studies (3)

#### Elective Major Credits — 12 hours

Electives are chosen with the approval of the school director. Majors must choose at least one elective at the 300-level and one elective at the 400-level.

*Social and Behavioral Studies, select two of the following:*

AFS 102 The Black Woman in America (3)  
 AFS 310 African Americans and U.S. Education (3)  
 AFS 395 Aspects of the African-American Experience (3)\*  
 AFS 420 Black Politics (3)  
 AFS 456 The Black Church and Religious Traditions (3)

*Cultural Studies, select two of the following:*

AFS 101 Development of Black Identity (3)  
 AFS 230 Black Women in Literature (3)  
 AFS 340 The Black Family (3)  
 AFS 360 Routes of Black Music (3)  
 AFS 395 Aspects of the African-American Experience (3)  
 AFS 396 African and African American World Views (3)  
 ID 308 Workshop (1-3)

#### Required Specified LAC Credits — 6 hours

*LAC area 4. History*

AFS 201 African American History I (3)

*LAC area 5.c. Human Behavior and Social Systems*

AFS 100 Introduction to Africana Studies (3)

#### Elective LAC Credits — 34 hours

#### Elective University-Wide Credits — 47 hours

\*AFS 395, Aspects of the African American Experience, is a variable subtitle course, which may be taken more than once, each time with materials applicable to a different program focus. Students may not repeat the same subtitle course in a program focus for credit.

### **HSS** AFRICANA STUDIES, B.A. Secondary Teaching Emphasis: Social Science Endorsement

#### Degree Requirements — 120-123 Credits

See "Africana Studies B.A." on page 19.

#### Required Major Credits — 18 hours

AFS 100 Introduction to Africana Studies (3) (LAC 5.c.; 8)  
 AFS 101 Development of Black Identity (3) (LAC 4; 8)  
 AFS 201 African American History I (3) (LAC 4)  
 AFS 310 African Americans and U.S. Education (3)  
 AFS 490 Seminar in Africana Studies (3)  
*and select one of the following courses:*  
 AFS 102 The Black Woman in America (3)  
 AFS 104 Survey of Africa (3)  
 AFS 202 African American History II (3) (LAC 4)  
 AFS 205 Survey of African American Literature (3) (LAC 3.b.)  
 AFS 230 Black Women in Literature (3)  
 AFS 240 Dynamics of Racism (3)  
 AFS 360 Routes of Black Music (3)

#### Elective Major Credits — 18 hours

Complete the following requirements (18 hours):

AFS 340 The Black Family (3)  
 AFS 395 Aspects of the African-American Experience (3)  
 AFS 420 Black Politics (3)  
 AFS 456 The Black Church and Religious Traditions (3)  
 ECON 362 Economic History of the United States (3)  
 HIST 338 Advanced Overview of American History (3) *or*  
 HIST 396 World History (3)

#### Required Supporting Credits — 10 hours

*Social Sciences*

ECON 203 Principles of Macroeconomics (3) (LAC 5.a.)

GEOG 410 Teaching Geography in Secondary Curriculum (1) *or*

HIST 400 Teaching History in the Secondary Curriculum (1)  
 HIST 101 Survey of American History from 1877 to the Present (3)(LAC 4)

MCS 101 Multiculturalism in the United States: Concepts and Issues (3)(LAC 4; 8)

#### Required Specified GenEd Credits - 18 hours

ECON 205 Principles of Microeconomics (3)(LAC 5.a.)

GEOG 100 World Geography (3) (LAC 5.b.)

HIST 100 Survey of American History from Its Beginnings to 1877 (3) (LAC 4)

HIST 120 Western Civilization from Ancient Greece to 1689 (3)(LAC 4) *or*

HIST 121 Western Civilization from 1689 to the Present (3) (LAC 4)

PSCI 100 United States National Government (3) (LAC 5.a.)

SOC 100 Principles of Sociology (3) (LAC 5.c.)

#### Elective Liberal Arts Core Credits — 18-21 hours

#### Required PTEP Credits — 38-41 hours

See "Secondary PTEP" on page 134.

**Note(s):** Majors must obtain a grade of "C" or better (C- is not acceptable) in all AFS courses taken at UNC. Majors receiving a grade of "D" or lower in an AFS course must retake the course - or an equivalent approved by the academic advisor - and receive a grade of "C" or better (C- is not acceptable) to have the course counted toward the major. All AFS courses numbered 300 or higher include a research and writing component. Only 6 hours of AFS prefixes may be counted toward the Liberal Arts Core.

Students are strongly encouraged to acquire secondary language proficiency. A minimum of 21 semester hours of the total 33 hours required for the major must be at the 300-400 level. To be recommended for admission to PTEP students must complete a minimum of 12 semester hours in the major (at least 9 hours at UNC) with a 2.75 grade point average or higher in those courses taken at UNC and counting toward the major. Africana Studies majors must successfully complete at least 27 hours in the major with a 2.75 grade point average or above in courses taken at UNC prior to applying for student teaching and complete SOSC 341 with a grade of "C" or better (C- is not acceptable).



EBS

## AMERICAN SIGN LANGUAGE – ENGLISH INTERPRETATION B.A.

### Degree Requirements — 120 credits

See “American Sign Language — English Interpretation B.A.” on page 9.

### Required Major Credits – 80 credits

There is a core of 62 credits that all students of the major must take. Students will select an area of emphasis (18 credits) in educational, legal, or community-based interpreting.

### Required Major Credits – 62 credits

INTR 101 Advanced ASL 1 (3)  
INTR 102 Advanced ASL 2 (3)  
INTR 103 ASL for Interpreters 1 (3)  
INTR 111 ASL Linguistics (3)  
INTR 112 Theory and Practice of Interpreting (3)  
INTR 113 Discourse Analysis (3)  
INTR 115 Portfolio Assessment 1 (1)  
INTR 204 ASL for Interpreters 2 (3)  
INTR 205 ASL Numbers and Fingerspelling Lab (1)  
INTR 210 ASL and English Contrastive Analysis (2)  
INTR 211 Critical Thinking and Analysis Skills for Interpreters (3)  
INTR 215 Portfolio Assessment 2 (1)  
INTR 220 Interpreting Skills-Development 1 (3)  
INTR 225 Interpreting Skills Lab 1 (2)  
INTR 311 Community and Identity: A Service Learning Experience (2)  
INTR 312 Intercultural Communication (3)  
INTR 315 Portfolio Assessment 3 (1)  
INTR 320 Interpreting Skills Development 2 (3)  
INTR 325 Interpreting Skills Lab 2 (2)  
INTR 326 Interpreting Skills Lab 3 (2)  
INTR 330 Observation Supervision 1 (2)  
INTR 331 Observation-Supervision 2 (2)  
INTR 401 Professional Decision-Making for Interpreters (3)  
INTR 425 Interpreting Skills Lab 4 (2)  
INTR 426 Interpreting Skills Lab 5 (2)  
INTR 492 Internship for Interpreters (4)

### Emphasis Area Courses — 18 credits

#### Educational Interpreting

INTR 405 Supervision of Interpreting Systems (3)  
INTR 406 Leadership in Interpreting (3)  
INTR 430 Interpreting in K-12 (3)  
INTR 431 K-12 Language and Learning (3)  
INTR 432 K-12 Curriculum Methods and Tutoring Techniques (3)  
INTR 433 K-12 Communication Assessment (3)

#### Legal Interpreting

INTR 480 Overview of Interpreting in the American Judicial System (4)  
INTR 481 Civil Litigation (3)  
INTR 482 Criminal Law (4)  
INTR 483 Internship: Skills Development for Legal Interpreters (4)  
INTR 405 Supervision of Interpreting Systems (3)  
or  
INTR 406 Leadership in Interpreting (3)

#### Community Interpreting

INTR 405 Supervision of Interpreting Systems (3)  
INTR 406 Leadership in Interpreting (3)  
INTR 440 Introduction to Community Interpreting (3)  
INTR 441 Community Interpreting Skill Development 1 (3)  
INTR 442 Community Interpreting Skill Development 2 (3)  
INTR 443 Interpreting Via Distance Technologies (3)

### Liberal Arts Core Credits — 40 hours

Note(s): A “B” grade in each of the courses taken as part of this major is required for graduation.

HSS

## ANTHROPOLOGY B.A. Interdisciplinary Emphasis

### Degree Requirements — 120 Credits

See “Anthropology B.A.” on page 21.

### Required Major Credits — 9 semester hours

Courses are to be selected from at least two disciplines outside of anthropology, including directed studies course (422) and/or internship courses (492) offered by anthropology and other programs.

#### Foundation Courses

ANT 100 Introduction to Anthropology (3) (GE 5a)

or

ANT 110 Introduction to Cultural Anthropology (3) (LAC 5.c.)

ANT 470 Seminar in Anthropology (3)

### Elective Major Credits - 24 semester hours

Minimum of 12 credits in courses numbered 300 or above

*Core and Methods (Select one of the following core courses in consultation with an advisor):*

ANT 120 World Archaeology (3) (LAC 5.c.)

ANT 130 Introduction to Physical Anthropology (3) (LAC 5.c.)

*Select two of the following methods courses in consultation with an advisor:*

ANT 210 Field Methods in Cultural Anthropology (3)

ANT 220 Archaeological Research Methods (3)

ANT 230 Anthropometrics (3)

*Cultural Anthropology (Select two of the following courses in consultation with an advisor):*

ANT 212 North American Indians (3)

ANT 313 Modernization and Development (3)

ANT 314 Anthropology of Sex and Gender Diversity (3)

ANT 315 Life History and Culture (3)

ANT 317 Contemporary Native American Issues (3)

ANT 408 Workshop in Anthropology (3-12)

ANT 422 Directed Studies (1-4)

ANT 492 Internship (3-12)

*Archaeology (Select two of the following courses in consultation with an advisor):*

ANT 221 Archaeology of Colorado & Beyond (3) (LAC 4)

ANT 321 Archaeology of North America (3)

ANT 323 Ancient Civilizations (3)

ANT 325 Fieldwork in Archaeology (4)

ANT 408 Workshop in Anthropology (3-12)

ANT 421 Prehistoric Europe (3)

ANT 422 Directed Studies (1-4)

ANT 492 Internship (3-12)

*Physical Anthropology (Select one of the following courses in consultation with an advisor):*

ANT 330 Forensic Anthropology (3)

ANT 355 Anthropology of Health and Healing (3)

ANT 408 Workshop in Anthropology (3-12)

ANT 422 Directed Studies (1-4)

ANT 430 Human Evolutionary Anatomy (3)

ANT 492 Internship (3-12)

ENST 331 Global Population and Human Needs (3)

### Required Supporting Credits — 27 semester hours

#### Interdisciplinary Complement

A minimum of 12 credit hours in courses 300 or above

Courses for the interdisciplinary complement of this major are selected and approved in consultation with an anthropology faculty advisor. Course selection is to be guided by the student's career goals and academic interests. Course selections should have a clear thematic focus.

Students emphasizing cultural anthropology should look to the social sciences and humanities (Africana studies, economics, english, geography, history, hispanic studies, political science, psychology, sociology, women's studies or the performing and visual arts) for their course selections.

Students emphasizing archaeology should consider courses in biology, earth sciences, geography, history, physics and/or chemistry. Students emphasizing physical anthropology should consider courses in biology, community health,

nutrition and/or kinesiology. Other disciplines may also be relevant for particular career objectives and may be included in the interdisciplinary complement.

**Elective LAC Credits — 40 hours**

**Elective University-Wide Credits — 20 hours**

**Note(s):** Anthropology majors must obtain a grade of "C" or better in all anthropology courses taken at UNC. Majors receiving a grade of "D" or lower in an anthropology course must retake the course - or an equivalent approved by the academic advisor - and receive a grade of "C" or higher to have the course counted toward the major.



**ART & DESIGN B.A.**  
(Select from three emphases)

**Degree Requirements — 120 Credits**

See "Art & Design B.A." on page 47.

**Required Major Core Credits — 15 hours**

*Complete the following five Freshman Foundation Courses First*

ART 181 History of Art I (3) (LAC area 3)

ART 182 History of Art II (3) (LAC area 3)

ART 183 Art I (3)

ART 184 Art II (3)

ART 234 Drawing I (3)

**Note(s):** A grade of "B" or higher is required in all emphasis courses; you must retake the course until a "B" is earned.

To graduate with a B.A. in Art & Design, all students must receive a 3.0 GPA or higher in all courses in the major, and a 2.8 GPA or higher for overall university coursework.

An exit level Senior Portfolio assessment is required prior to graduation. The portfolio consists of work from the student's concentration area. Students are evaluated on their knowledge and successful demonstration of professional portfolio preparation of art work; art history and cultures; and verbal and written critical analysis.

**Art Emphasis**

**Select required art elective credits — 11 hours**

Any ART prefix

**Art History — 6 hours**

ART 185 History of Art III (3)

*select at least one Advanced Art History Course*

**Art Core, two required courses — 6 hours**

ART 231 Painting I (3)

*Select one from the following:*

ART 211 Ceramic Design (3)

ART 261 Sculpture I (3)

ART 265 Jewelry (3)

**Two-Dimensional Art Core — 3 hours**

ART 253 Intaglio Printmaking (3) (Drawing Area of Concentration must select)

ART 254 Relief Printmaking I (3)

ART 271 Basic Photography (3)

ART 372 Digital Photo Basics (3)

ART 356 Monotypes (3) (Painting Area of Concentration must select)

**Three-Dimensional Art Core — 6 hours**

ART 211 Ceramic Design (3)

ART 212 Wheel Throwing (3)

ART 261 Sculpture I (3)

ART 265 Jewelry (3)

ART 221 Fiber Design I (3)

ART 223 Weaving (3)

**Required Concentration Credits — 9 hours (minimum)**

Select courses from one of the following areas of concentration (300 level or above courses): art history, ceramics, computer graphics, drawing, painting, photographic imaging, printmaking or sculpture.

**Elective LAC Credits — 32 hours**

**Elective University-Wide Credits — 31 hours**

## Visual Communication Design Emphasis

### Required Emphasis Credits — 11 hours

ART 171 Intro to Visual Communication Design (3)  
ART 231 Painting I (3)

Select one of the following 3D elective courses:

ART 211 Ceramic Design (3)  
ART 261 Sculpture I (3)  
ART 265 Jewelry (3)  
ART 308 Workshop in Art (1-4) Take 3 hours

### Art History — 6 hours

ART 185 History of Art III (3)  
select at least one Advanced Art History Course

### Select one Required Concentration Area (24-27 hours):

#### 1) Graphic Design Concentration (27 semester hours)

ART 270 Graphic Design I (3)  
ART 271 Basic Photography (3)  
ART 370 Graphic Design II (3)  
ART 376 Typography (3)  
ART 469 Web Style Design (3)  
ART 470 Publication Design (3)  
ART 473 Corporate Identity (3)

Select one of the following drawing elective courses:

ART 333 Life Drawing (3)  
ART 434 Drawing II (3)

Select one of the following printmaking elective courses:

ART 253 Intaglio Printmaking (3)  
ART 254 Relief Printmaking I (3)  
ART 356 Monotypes (3)  
ART 308 Workshop in Art (1-4) (variable title on printmaking — Take 3 hours)

#### 2) Photographic Imaging Concentration (24 semester hours)

ART 271 Basic Photography (3)  
ART 371 Photographic Design (3)  
ART 372 Digital Photo Basics (3)  
ART 472 Photography Studio (1-3)  
ART 475 Color Photography –Transparencies (3)  
ART 476 Advanced Black and White Photography (3)  
ART 477 Photographic Illustration and Lighting Techniques (3)

Select one of the following drawing elective courses:

ART 333 Life Drawing (3) Take 3 hours  
ART 434 Drawing II (3) Take 3 hours

### Elective LAC Credits — 37 hours

### Elective University-Wide Credits — 29-34 hours

Note(s): Three hours of internship (ART 492) is strongly recommended. Student must have a minimum grade point average of 3.0 in Art and a 2.8 GPA for overall University coursework to apply for a Visual Communication Design internship.



## ART & DESIGN B.A. Art K-12 Teaching Emphasis

### Degree Requirements — 126 Credits

See “Art & Design B.A.” on page 47.

### Required Major Credits — 30 hours

Complete the following five Freshman Foundation Courses First

ART 181 History of Art I (3) (LAC area 3)  
ART 182 History of Art II (3) (LAC area 3)  
ART 183 Art I (3)  
ART 184 Art II (3)  
ART 234 Drawing I (3)

Complete the following courses:

ART 231 Painting I (3)  
ART 261 Sculpture I (3)  
ART 265 Jewelry (3)  
ART 271 Basic Photography (3)

Select one of the following printmaking elective courses:

ART 253 Intaglio Printmaking (3)  
ART 356 Monotypes (3)  
ART 358 Relief Printmaking II (3)  
ART 308 Workshop (variable title on printmaking) (3)

### Elective Major Credits — 12 hours

Select one of the following two courses:

ART 211 Ceramic Design (3)  
ART 212 Wheel Throwing (3)

Select one of the following two courses:

ART 221 Fiber Design I (3)  
ART 223 Weaving (3)

Complete for Art History — 6 hours

ART 185 History of Art III (3)

choose also 1 upper division art history course (3)

### Required Concentration Credits — 6 hours

A minimum of six semester hours must be completed in one of the following areas of concentration (300 level or above credits): art history, ceramics, computer graphics, drawing, graphic design, painting, photographic imaging, photographic communications, printmaking, or sculpture.

### Required Supporting Credits — 3 hours

COMM 100 Basics of Public Speaking (1)  
COMM 103 Speaking Evaluation (2)

### Art & Design Methods Courses (15 hours)

ART 248 Art for the Exceptional Child (2)  
ART 340 Clinical Experience: K-12 Art (2) Repeatable. Take for 4 hours total.  
ART 440 Foundations of Art Education (3)  
ART 441 Cultural Studies in the K-12 Curriculum (2)  
ART 442 Curriculum and Instruction in Art: Studio Strategies (3)

ART 466 Visual Arts Student Teaching Seminar (1)

### Elective LAC Credits — 34 hours

### Required PTEP Credits — 41 hours

See “K-12 PTEP” on page 137.

and

See “Art & Design, B.A. — PTEP” on page 137.





## AUDIOLOGY AND SPEECH- LANGUAGE SCIENCES B.S.

### Degree Requirements — 120 Credits

See "Audiology and Speech-Language Sciences B.S." on page 35.

### Required Major Credits — 32-33 hours

ASLS 260 Introduction to Phonetics (2)  
 ASLS 266 Normal Speech and Language Development (3)  
 ASLS 267 Anatomy and Physiology of the Speech and Hearing Mechanism (3)  
 ASLS 343 Fundamentals of Physiological and Biological Acoustics (2)  
 ASLS 360 Articulation and Voice Disorders (3)  
 ASLS 365 Language Disorders in Children (3)  
 ASLS 366 Language Sampling Processes (1)  
 ASLS 370 Basic Audiology (4)  
 ASLS 469 Clinical Processes in Speech-Language Pathology (4)  
 ASLS 478 Aural Rehabilitation and Amplification (3)

Select one course from each of the following groups that aligns with area of interest for graduate studies:

#### Group A:

ASLS 431 Organically-Based Communication Disorders (3)  
 ASLS 487 Advanced Audiology (3)

#### Group B:

ASLS 474 Clinical Practicum in Audiology (1)  
 ASLS 483 Entry/Primary Speech-Language Pathology Practicum (2)

### Required Supporting Credits — 5 hours

BIO 245 Introduction to Human Anatomy and Physiology (4)  
 LIB 150 Introduction to Undergraduate Research (1)

### Required Specified LAC Credits — 22-25 hours

#### LAC area 1.b. Intermediate Composition

ENG 227 Technical Writing (3)

#### LAC area 2. Mathematics (select one)

MATH 124 College Algebra (4)  
 MATH 125 Plane Trigonometry (3)  
 MATH 127 Elementary Functions (4)  
 MATH 131 Calculus I (4)

#### LAC area 5.c. Human Behavior and Social Systems

ASLS 160 Introduction to Human Communication and Its Disorders (3)

One course with either a PSY or SOC prefix

#### LAC area 6. Physical and Life Sciences

BIO 101 Biological Perspectives (4)

One course with either CHEM or PHYS prefix (3-5 hours)

#### LAC area 8. Multicultural Studies

ASL 101 American Sign Language I (3)

### Elective LAC Credits — 15-18 hours

### University-Wide Elective Credits — 42-43 hours

**Note(s):**In addition to fulfilling the specified major requirements for the Bachelor of Science degree in Audiology and Speech-Language Sciences, a grade of "C-" or better must be earned in all of the Required Major Credit, Required Supporting Credit, and Specified LAC Credit courses in order for the courses to count toward the major. In addition, the University requirement of a UNC cumulative grade point average of at least 2.00 for graduation must also be met.



## BIOLOGICAL SCIENCES B.S.

(Select from four emphases)

### Degree Requirements — 120 credits

See "Biological Sciences B.S." on page 30.

### Required Major Core Credits — 22 hours

BIO 111 Survey of Organismal Biology (4)  
 BIO 210 Cell Biology (3)  
 BIO 220 Genetics (4)  
 BIO 351 Microbiology (4)  
 BIO 360 Ecology (4)  
 BIO 465 Evolution (3)

### Capstone Professional Experience — 1 hour

Consult with faculty advisor to help match career goals.

Select one of the following courses:

BIO 422 Directed Studies (1-3)  
 BIO 492 Internship in Biological Sciences (1-3)  
 BIO 494 Practicum in College Biological Science Instruction (1-2)  
 BIO 495 Special Topics in Biology (1-3)

### Required Supporting Credits — 15 hours

CHEM 112 Principles of Chemistry II (5)  
 CHEM 331 Organic Chemistry I (5)  
 PHYS 221 Introductory Physics II (5)

### Required Specified LAC Credits — 24 hours

LAC area 1.b. Intermediate Composition  
 SCI 291 Scientific Writing (3)

LAC area 2. Mathematics

MATH 131 Calculus I (4)  
 STAT 150 Introduction to Statistical Analysis (3)

LAC area 6. Physical and Life Sciences

BIO 110 Principles of Biology (4)  
 CHEM 111 Principles of Chemistry I (5)  
 PHYS 220 Introductory Physics I (5)

### Elective LAC Credits — 16 hours

Note(s): Students need to select courses from areas 7 and 8 that also count for areas 3, 4, or 5.

### Elective University-Wide Credits — 5 hours

Note(s): The State of Colorado has mandated that institutions of higher education assess student outcomes resulting from their college education. The School of Biological Sciences requires that all undergraduate students entering under this Catalog meet the following conditions in addition to meeting the graduation requirements of the University:

In the senior year of study all undergraduates will take the Educational Testing Service's nationally standardized exam in Biology.

All Biology majors are required to earn a minimum of a 2.0 grade in all BIO prefix courses taken to meet their major requirements. Students receiving a grade of less than 2.0 in BIO courses taken to meet their major requirements must repeat the courses.

## Cell and Molecular Biology Emphasis

### Required Emphasis Credits — 15 hours

BIO 425 Molecular Genetics (3)  
 BIO 450 Cell Physiology (4)  
 CHEM 332 Organic Chemistry II (5)  
 CHEM 481 General Biochemistry I (3)

### Elective Emphasis Credits — 4 hours

Physiology. Select one of the following courses:  
 BIO 350 Human Physiology (4)

or

BIO 354 General Plant Physiology (4)

or

BIO 552 Mammalian Physiology I (3)

and

BIO 553 Mammalian Physiology II (3)

### Biological Science Advanced Study — 18 hours

Choose from this list of courses and BIO courses at 300 level or higher (consult faculty advisor to match career goals):

BIO 102 Success in Biology (1)  
 BIO 103 Success in Biology II (1)  
 BIO 112 Principles of Biology Applications (1)  
 BIO 114 Organismal Biology Applications (1)  
 BIO 211 Cell Biology Applications (1)  
 BIO 221 Genetics Applications (1)

Note(s): A maximum of 6 credits total of BIO 422, 492, 494, 495, 585, and 592 can count towards the fulfillment of this category. Total emphasis credits 37

## Ecology and Evolutionary Biology Emphasis

### Required Emphasis Credits — 7 hours

BIO 330 Plant Systematics (4)  
 ENST 265 Conservation of Natural Resources (3)

### Elective Emphasis Credits — 8-11 hours

Physiology, select one of the following courses

BIO 350 Human Physiology (4)  
 BIO 354 General Plant Physiology (4)

or

BIO 552 Mammalian Physiology I (3)

and

BIO 553 Mammalian Physiology II (3)

Earth Science, select one of the following courses

GEOL 201 Physical Geology (4)  
 MET 205 General Meteorology (4) (LAC area 6)  
 OCN 302 Geological and Biological Oceanography (4)

### Biological Science Advanced Study — 22 hours

Choose from this list of courses and BIO courses at 300 level or higher (consult faculty advisor to match career goals):

BIO 102 Success in Biology (1)  
 BIO 103 Success in Biology II (1)  
 BIO 112 Principles of Biology Applications (1)  
 BIO 114 Organismal Biology Applications (1)  
 BIO 211 Cell Biology Applications (1)  
 BIO 221 Genetics Applications (1)

Note(s): A maximum of 6 credits total of BIO 422, 492, 494, 495, 585, and 592 can count towards the fulfillment of this category. Total emphasis credits 37.

## Pre-health and Biomedical Sciences Emphasis

### Required Emphasis Credits — 9 hours

BIO 450 Cell Physiology (4)  
 CHEM 332 Organic Chemistry II (5)

### Elective Emphasis Credits — 6-7 hours

Select from the following courses:

BIO 341 Human Anatomy (3) and  
 BIO 350 Human Physiology (4)

or

BIO 552 Mammalian Physiology I (3) and  
 BIO 553 Mammalian Physiology II (3)

### Biological Science Advanced Study hours — 21 hours

Choose from this list of courses and BIO courses at 300 level or higher (consult faculty advisor to match career goals):

BIO 102 Success in Biology (1)  
 BIO 103 Success in Biology II (1)  
 BIO 112 Principles of Biology Applications (1)  
 BIO 114 Organismal Biology Applications (1)  
 BIO 211 Cell Biology Applications (1)  
 BIO 221 Genetics Applications (1)

Note(s): A maximum of 6 credits total of BIO 422, 492, 494, 495, 585, and 592 can count towards the fulfillment of this category. Total emphasis credits 37.

## Biology Secondary Teaching Emphasis

### Degree Requirements — 123 credits

### Capstone Professional Experience

STEP 464 Secondary Student Teaching (1-14) Take 14 hours as part of PTEP Credits (exception)

**Elective Emphasis Credits — 8 hours**

*Physiology (select one of the following courses)*

- BIO 350 Human Physiology (4)
- BIO 354 General Plant Physiology (4)

*Earth Science (select one of the following courses):*

- AST 100 General Astronomy (4) (LAC area 6)
- MET 205 General Meteorology (4) (LAC area 6)
- OCN 302 Geological and Biological Oceanography (4)

**Environmental Studies or Science Electives — 6 hours**

Consult faculty advisor to match career goals

**Required Supporting Credits — 9 hours**

- GEOL 201 Physical Geology (4)
- PHYS 221 Introductory Physics II (5)

**Required Specified LAC Credits — 25 hours**

*LAC area 1.b. Intermediate Composition*

- SCI 291 Scientific Writing (3)

*LAC area 2. Mathematics*

- STAT 150 Introduction to Statistical Analysis (3)

*LAC area 6. Physical and Life Sciences*

- BIO 110 Principles of Biology (4)
- CHEM 111 Principles of Chemistry I (5)
- CHEM 281 Fundamentals of Biochemistry (5)
- PHYS 220 Introductory Physics I (5)

**Elective LAC Credits — 15 hours**

**Note(s):** Students need to select courses from LAC areas 7 and 8 that also count for areas 3, 4, or 5.

**Required PTEP Credits — 38 hours**

See “Secondary PTEP” on page 134.

**Note(s):** Students in Secondary Teaching Emphasis must maintain a 2.5 GPA in their major. Prior to Student Teaching, students must pass the PRAXIS Science Examination.





## BUSINESS ADMINISTRATION B.S. (Select from six emphases)

### Degree Requirements — 120 credits

See “Kenneth W. Monfort College of Business” on page 24.

#### Required Major Core Credits — 30 hours

BAAC 220 Principles of Accounting I (3)  
BAAC 221 Principles of Accounting II (3)  
BACS 300 Information Systems (3)  
BAFN 231 Legal Environment of Business (3)  
BAFN 291 Business Statistics I (3)  
BAFN 305 Intermediate Business Statistics (3)\*  
BAFN 370 Business Finance (3)  
BAMG 350 Management of Organizations (3)  
BAMG 456 Strategic Management (3)\*\*  
BAMK 360 Marketing (3)

\*BAFN 305 should be taken prior to enrolling in any 400-level business course.

\*\*BAMG 456 is the capstone course for Business majors and is designed to be taken in the student's last semester. The prerequisites for this course are: BAFN 305, BAFN 370, BAMG 350 and BAMK 360. BAFN 305 may be taken concurrently. Senior standing.

#### Elective Major Credits — 6 hours

Students must complete six credits of business electives chosen from any 300 or 400-level business electives (BA prefix) or BAAC 222 or BACS 200.

#### Required Supporting Credits — 6-7 hours

COMM 100 Basics of Public Speaking (1)  
COMM 103 Speaking Evaluation (2)

Select one of the following two courses:

MATH 131 Calculus I (4)  
MATH 176 Topics in Calculus (3) (recommended)

#### Required Specified LAC Credits — 16-17 hours

LAC area 1.b. Intermediate Composition

Select one of the following two courses:

BA 205 Business Communications (3)  
ENG 123 College Research Paper (3)

LAC area 2. Mathematics

MATH 124 College Algebra (4)\*

LAC area 5.a. Economic and Political Systems

ECON 203 Principles of Macroeconomics (3)

ECON 205 Principles of Microeconomics (3)

LAC area 5.c. Human Behavior and Social Systems (Select one):

PSY 120 Principles of Psychology (3)

PSY 265 Social Psychology (3)

SOC 100 Principles of Sociology (3)

Note(s):\*If a student presents an ACT score of 26.0 or higher in mathematics or an SAT math score of 560 or higher, he or she is exempt from MATH 124 and thus the LAC area 2 requirement.

#### Elective LAC Credits — 23-24 hours

#### Elective University-Wide Credits — 9-12 hours

**Transfer Credit.** Each emphasis notes the limits on transfer credit. The College requires that at least 50 percent of the business credit hours required for the degree in Business Administration must be earned at UNC. In addition, no more than 12 semester hours of the Business Administration Core may be transferred in toward a Business Administration major or minor.

A maximum of 9 semester credits in 300/400-level Required Emphasis Credits and Elective Emphasis Credits and Business Electives can be transferred from other four-year institutions.

UNC Business majors who plan to earn credit toward their degree from another institution must obtain **prior** written approval from their school director and the MCB Advising Center, Kepner 1055, (970) 351-1233.

#### Certificate in Entrepreneurship - Available to all Business majors

The Certificate in Entrepreneurship is designed to provide a unique educational experience for those who want a career in small business and entrepreneurship. The Certificate prepares

students with practical business planning skills and exposure to the entrepreneurial process and small business management. The certificate validates the fact that a student has completed a rigorous program of study in this area of business.

All business majors may receive a Certificate in Entrepreneurship by including the following courses in their business program.

#### Required Entrepreneurship Certificate — 12 hours

BAMG 355 Fundamentals of Entrepreneurship (3)  
BAMG 357 Managing New Business Ventures (3)  
BAMG 492 Internship in Management (1-3)  
ECON 310 Economics of Entrepreneurship (3)

### Accounting Emphasis

#### Required Emphasis Credits — 24 hours

BAAC 320 Intermediate Accounting I (3)  
BAAC 321 Intermediate Accounting II (3)  
BAAC 323 Cost and Managerial Accounting I (3)  
BAAC 325 Income Tax I (3)  
BAAC 328 Accounting Systems (3)  
BAAC 420 Accounting Theory and Research (3)  
BAAC 421 Advanced Accounting (3)  
BAAC 425 Auditing I (3)

Note(s): In addition to meeting these requirements, one-half of the 60 business credits must be in non-accounting credits. The total number of hours in accounting coursework cannot exceed 30 hours of 300 and 400 level accounting courses.

Students interested in taking the CPA exam should consider taking six hours of their business electives in accounting courses, such as BAAC 326, 426, or 429. Students interested in taking other professional exams, such as the CMA, CFP, CFM, CISA, should consult their advisor for suggested electives.

In addition to fulfilling the basic requirements for the Bachelor of Science degree in Business Administration, a graduation requirement is the achievement of a cumulative grade point average of 2.00 for BAAC 222 and all upper division (300/400-level) accounting (BAAC) courses completed at the University of Northern Colorado.

Credit hours for courses that are retaken do not count more than once toward the 120 credit hour requirement for graduation. However, if a student receives a final grade each time he or she has enrolled in a course, both grades are used in calculating the student's cumulative, business and accounting grade point averages.

BAAC 495 Special Topics or any Executive Professor class may be substituted for an Accounting elective with the approval of the Director of the School of Accounting and CIS.

### Computer Information Systems Emphasis

#### Required Emphasis Credits — 18 hours

BACS 287 Graphical Interface Programming (3)  
BACS 380 Networking and Data Communications Systems (3)  
BACS 387 Object Oriented System Development (3)  
BACS 485 Database Management Systems (3)  
BACS 487 Systems Analysis and Design (3)  
BACS 488 Senior CIS Project (3)

#### Elective Emphasis Credits — 6 hours

Select two of the following courses:

BAAC 350 Intermediate Web Development (3)  
BACS 371 Introduction to Computer Forensics (3)  
BACS 382 TCP/IP Network Security (3)  
BACS 392 Systems Platforms and Network Development (3)  
BACS 482 Management Support Systems (3)  
BACS 484 Distributed Enterprise Systems (3)  
BACS 486 Advanced Database Management (3)  
BACS 490 Advanced E-Business Technology (3)  
BACS 495 Special Topics in CIS (1-3)

Note(s): Students are reminded that to graduate with a Business Administration degree, a student must attain a 2.0 or greater cumulative Business GPA. Attain an overall 2.0 or

greater GPA in the Business Administration Code and at least a "C-" grade in each individual Business Administration Core courses.

In addition to fulfilling the basic requirements for the Bachelor of Science degree in Business Administration, students must attain at least a grade of "C-" or better in the Required Emphasis Credits and Elective Emphasis Credits in order to count towards graduation.

BACS 495 Special Topics in CIS may be repeated. A maximum of 6 credits may be applied to the student's degree program. With the written approval of the CIS school director, an Executive Professor Special Topics course may be substituted for BACS 495 Special Topics in CIS.

## Finance Emphasis

### Required Emphasis Credits — 15 hours

BAFN 371 Financial Markets and Institutions (3)  
 BAFN 375 Multinational Financial Management (3)  
 BAFN 379 Investments (3)  
 BAFN 470 Financial Management (3)  
 BAFN 474 Case Problems in Financial Management (3)

### Elective Emphasis Credits — 9 hours

Select three of the following courses:

BAAC 320 Intermediate Accounting I (3)  
 BAAC 323 Cost and Managerial Accounting I (3)  
 BAFN 340 Principles of Risk and Insurance (3)  
 BAFN 372 Introduction to Real Estate (3)  
 BAFN 441 Estate Planning and Life Insurance (3)  
 BAFN 442 Topics in Financial Planning (3)  
 BAFN 473 Commercial Bank Management (3)  
 BAFN 478 Student and Foundation Fund (3)  
 BAFN 479 Portfolio Management(3)

**Note(s):** Students are reminded that to graduate with a Business Administration degree, a student must attain a 2.0 or greater cumulative Business GPA. Attain an overall 2.0 or greater GPA in the Business Administration Core and at least a "C-" grade in each individual Business Administration Core courses.

In addition to fulfilling the basic requirements for the Bachelor of Science degree in Business Administration students must attain at least a grade of "C-" or better in the Required Emphasis Credits and Elective Emphasis Credits in order to count towards graduation.

Students interested in the field of Financial Planning and/or who want to sit for the CFP<sup>TM</sup> Certification Exam should take the following elective courses: BAFN 340, BAFN 441, BAFN 442, BAFN 479, BAAC 320 and BAAC 325.

Students interested in the field of investments and/or who want to prepare for the CFA exam should take the following courses as their Elective Emphasis Credits: BAFN 479, BAFN 478, and BAAC 320.

Students interested in the field of corporate financial management and/or who want to prepare for the CFM exam should take the following courses as their Elective Emphasis Credits: BAAC 320, BAAC 323 and BAFN 479.

Students interested in the field of banking should take the following courses as their Elective Emphasis Credits: BAFN 473, BAFN 479 and one other course from the list of Elective Emphasis Credits.

BAFN 495 Special Topics or any Executive Professor class may be substituted for a finance elective with the approval of the Director of the School of Finance.

## General Business Emphasis

### Required Emphasis Credits — 24 hours

BAFN 332 Business Administration and the Law (3)  
 BAFN 340 Principles of Risk and Insurance (3)  
 BAFN 470 Financial Management (3)  
 BAMG 354 Organizational Behavior (3)  
 BAMK 368 Marketing Analysis and Research (3)  
 BAMK 464 Global Marketing Strategies (3)

Select one of the following two courses:

BAMG 353 Human Resources Management (3)  
 BAMG 357 Managing New Business Ventures (3)

Select one of the following two courses:

BAAC 320 Intermediate Accounting I (3)  
 BAAC 323 Cost and Managerial Accounting I (3)

**Note(s):**In addition to fulfilling the basic requirements for the Bachelor of Science degree in Business Administration, a cumulative grade point average of 2.00 or better must be earned in the Required Emphasis Credits and Elective Emphasis Credits categories in order for the course to count toward graduation. With the written approval of the Dean, students may make the following course substitutions:

1. Students may substitute a senior-level Special Topics course for a required emphasis course with the same prefix.
2. Students with a 3.0 or higher GPA may substitute BAMG 407/BAMK 407 Small Business Counseling for any approved BAMG or BAMK required emphasis course.
3. BA 495 Special Topics or any Executive Professor class may be substituted for a General Business elective with the approval of the Dean.

## Management Emphasis

### Required Emphasis Credits — 15 hours

BAFN 470 Financial Management (3)  
 BAMG 353 Human Resources Management (3)  
 BAMG 354 Organizational Behavior (3)  
 BAMG 457 Managing Complex Organizations (3)  
 BAMG 458 International Management (3)

### Elective Emphasis Credits — 9 hours

Select three of the following courses:

BAAC 323 Cost and Managerial Accounting I (3)  
 BAMG 355 Fundamentals of Entrepreneurship (3)  
 BAMG 357 Managing New Business Ventures (3)  
 BAMG 452 Contemporary Issues in Business and Society (3)  
 BAMG 453 Advanced Topics in Human Resources Management (3)  
 BAMG 455 Labor Relations (3)  
 BAMG 459 Management of Quality (3)  
 BAMG 494 Nonprofit Management (3)  
 BAMG 495 Special Topics in Management (3) (Repeatable, under different subtitles.)  
 BAMG 407 or BAMK 407 Small Business Counseling (3)

**Note(s):**Students are reminded that to graduate with a Business Administration degree, a student must attain a 2.0 or greater cumulative Business GPA. Attain an overall 2.0 or greater GPA in the Business Administration Core and at least a "C-" grade in each individual Business Administration Core courses.

In addition to fulfilling the basic requirements for the Bachelor of Science degree in Business Administration students must attain at least a grade of "C-" or better in the Required Emphasis Credits and Elective Emphasis Credits in order to count towards graduation.

BAMG 495 Special Topics or any Executive Professor class may be substituted for a Management elective with the approval of the Director of the School of Management and Marketing.

## **Marketing Emphasis**

### **Required Emphasis Credits — 12 hours**

BAMK 361 Consumer Behavior (3)  
BAMK 368 Marketing Analysis and Research (3)  
BAMK 464 Global Marketing Strategies (3)  
BAMK 490 Marketing Problems (3)

### **Elective Emphasis Credits — 12 hours**

*Take a total of four (4) courses from the 300/400-level courses with a minimum of two (2) from the 400-level courses.*

BAMK 363 Promotional Strategy (3)  
BAMK 364 Selling and Sales Management (3)  
BAMK 365 Advertising and Promotion (3)  
BAMK 366 Retailing (3)  
BAMK 371 E-Marketing (3)  
BAMK 461 Advertising Campaigns (3)  
BAMK 468 Business-to-Business Marketing (3)  
BAMK 469 Supply Chain Management (3)  
BAMK 470 Direct Marketing (3)  
BAMK 495 Special Topics in Marketing (3)  
(May be repeatable under different subtitles with approval of the Director of the School of Management and Marketing.)  
BAMK 407 or BAMG 407 Small Business Counseling (3)

**Note(s):** Students may substitute a BA 495 Executive Professor Special Topics II course for an Elective Emphasis Credit course with prior written permission from the Marketing school director.

Students are reminded that to graduate with a Business Administration degree, a student must attain a 2.0 or greater cumulative Business GPA. Attain an overall 2.0 or greater GPA in the Business Administration Core and at least a "C-" grade in each individual Business Administration Core courses.

In addition to fulfilling the basic requirements for the Bachelor of Science degree in Business Administration students must attain at least a grade of "C-" or better in the Required Emphasis Credits and Elective Emphasis Credits in order to count towards graduation.

BAMK 495 Special Topics or any Executive Professor class may be substituted for a Marketing elective with the approval of the Director of the School of Management and Marketing.





## CHEMISTRY B.S. (Select from six emphases)

### Degree Requirements — 120 Credits

See "Chemistry B.S." on page 32.

### Required Major Core Credits — 21 hours

CHEM 112 Principles of Chemistry II (5)  
CHEM 321 Chemical Analysis (4)  
CHEM 331 Organic Chemistry I (5)  
CHEM 332 Organic Chemistry II (5)  
CHEM 441 Inorganic Chemistry I (2)

**Note(s):**All students in the program must take an assessment examination before graduation.

Graduate level CHEM courses are recommended for juniors and seniors. Other recommended electives include MATH 132, MATH 221, MATH 335, STAT 150, PHYS 321 and PHYS 343.

Students majoring in chemistry must earn a grade of "C" or better (C- is not acceptable) in all courses having a CHEM and CHED prefix which count toward the major.

Juniors and seniors are expected to participate in Chemistry and Biochemistry's undergraduate research program.

Students wishing to participate in the Honors Program should consult their advisors about Liberal Arts Core selections and other requirements.

It is recommended that students have a fundamental background in computers.

## Biochemistry Emphasis (ACS Certified)

### Required Emphasis Credits — 27 hours

CHEM 421 Instrumental Analysis (4)  
CHEM 442 Inorganic Chemistry II (2)  
CHEM 443 Inorganic Chemistry Laboratory (1)  
CHEM 451 Physical Chemistry I (4)  
CHEM 452 Physical Chemistry II (4)  
CHEM 453 Physical Chemistry I Laboratory (1)  
CHEM 454 Physical Chemistry II Laboratory (1)  
CHEM 481 General Biochemistry I (3)  
CHEM 482 General Biochemistry II (3)  
CHEM 483 Experimental Biochemistry I (1)  
CHEM 484 Experimental Biochemistry II (1)  
CHEM 499 Seminar and Research in Chemistry (1-3) Take 2 hours

### Required Supporting Credits — 12 hours

MATH 233 Calculus III (4)  
PHYS 241 General Physics II (5)  
BIO 210 Cell Biology (3)

### Required Specified LAC Credits — 25 hours

*LAC area 1.b. Intermediate Composition*

SCI 291 Scientific Writing (3)

*LAC area 2. Mathematics*

MATH 131 Calculus I (4)

MATH 132 Calculus II (4)

*LAC area 6. Physical and Life Sciences*

CHEM 111 Principles of Chemistry I (5)

PHYS 240 General Physics I (5)

BIO 110 Principles of Biology (4)

### Elective LAC Credits — 15 hours

### Elective University-Wide Credits — 20 hours

**Note(s):** Students need to select courses from LAC areas 7 and 8 that also count for areas 3,4, or 5.

Recommended Elective BIO 220 Genetics (4)

## Chemistry Emphasis (ACS Certified)

### Required Emphasis Credits — 22-24 hours

CHEM 421 Instrumental Analysis (4)  
CHEM 442 Inorganic Chemistry II (2)  
CHEM 443 Inorganic Chemistry Laboratory (1)  
CHEM 451 Physical Chemistry I (4)  
CHEM 452 Physical Chemistry II (4)  
CHEM 453 Physical Chemistry I Laboratory (1)  
CHEM 454 Physical Chemistry II Laboratory (1)  
CHEM 499 Seminar and Research in Chemistry (1-3) Take 2 hours

Select one of the following:

CHEM 481 General Biochemistry I (3)

CHEM 281 Fundamentals of Biochemistry (5)

### Required Supporting Credits — 9 hours

MATH 233 Calculus III (4)

PHYS 241 General Physics II (5)

### Required Specified LAC Credits — 21 hours

*LAC Area 1.b. Intermediate Composition*

SCI 291 Scientific Writing (3)

*LAC area 2. Mathematics*

MATH 131 Calculus I (4)

MATH 132 Calculus II (4)

*LAC area 6. Physical and Life Sciences*

CHEM 111 Principles of Chemistry I (5)

PHYS 240 General Physics I (5)

### Elective LAC Credits — 21 hours

### Elective University-Wide Credits — 24-26 hours

## Forensic Science Emphasis

### Required Emphasis Credits — 22 hours

CHEM 421 Instrumental Analysis (4)  
CHEM 422 Directed Studies (1-3) (Take 4 hours)  
CHEM 450 Survey of Physical Chemistry (4)  
CHEM 481 General Biochemistry I (3)  
CHEM 482 General Biochemistry II (3)  
CHEM 483 Experimental Biochemistry I (1)  
CHEM 484 Experimental Biochemistry II (1)  
CHEM 499 Seminar and Research in Chemistry (1-3) (Take 2 hours)

### Required Supporting Credits — 20 hours

PHYS 221 Introductory Physics II (5)  
CRJ 395 Topics in Criminal Justice (1-3) (Take 3 hours)  
(Recommended: Fundamentals of Forensics)  
ANT 330 Forensic Anthropology (3)

Select one of the following (3):

CRJ 110 Introduction to Criminal Justice (3)

CRJ 395 Topics in Criminal Justice (1-3) Take 3 hours  
(Recommended: Criminal Profiling)

PSY 255 Abnormal Psychology (3)

SOC 302 Variable Topics in Sociology (1-4) Take 3 hours  
(Recommended: Sociology of Murder)

SOC 332 Social Psychology (3)

SOC 346 Criminology (3)

Select one of the following (3):

SOC 361 Methods of Sociological Research I (3)

ANT 230 Anthropometrics (3)

Select one of the following (3):

ANT 220 Archaeological Field Methods (3)

ANT 408 Workshop in Anthropology (3-12) Take 3 hours

### Required Specified LAC Credit — 21 hours

*LAC area 1b. Intermediate Composition*

SCI 291 Scientific Writing (3)

*LAC area 2. Mathematics*

MATH 131 Calculus I (4)

*LAC area 6. Physical and Life Sciences*

CHEM 111 Principles of Chemistry I (5)

BIO 110 Principles of Biology (4)

PHYS 220 Introductory Physics I (5)

### Elective LAC Credit — 21 hours

### Elective University-Wide Credits — 15 hours

## Industrial Chemistry Emphasis

### Required Emphasis Credits — 11 hours

CHEM 421 Instrumental Analysis (4)  
CHEM 443 Inorganic Chemistry Laboratory (1)  
CHEM 450 Survey of Physical Chemistry (4)  
CHEM 360 Environmental Chemistry (2)

### Required Supporting Credits — 5 hours

PHYS 221 Introductory Physics II (5)

Consult your advisor for additional coursework to complement this emphasis.

### Required Minor — 18 hours

### Required Specified LAC Credits — 20 hours

LAC area 1b. *Intermediate Composition*

SCI 291 Scientific Writing (3)

LAC area 2. *Mathematics*

MATH 131 Calculus I (4)

LAC area 5. *Social and Behavioral Sciences*

ECON 203 Principles of Macroeconomics (3)

LAC area 6. *Physical and Life Sciences*

CHEM 111 Principles of Chemistry I (5)

PHYS 220 Introductory Physics I (5)

### Elective LAC Credits — 20 hours

### Elective University-Wide Credits — 25 hours

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## Pre-Health Emphasis

### Degree Requirements — 120 Credits

*Pre-Medical, Pre-Dental,  
Pre-Optometry, Pre-Veterinary,  
Pre-Podiatry, and Pre-Pharmacy*

### Required Emphasis Credits — 12 hours

CHEM 450 Survey of Physical Chemistry (4)  
CHEM 481 General Biochemistry I (3)  
CHEM 482 General Biochemistry II (3)  
CHEM 483 Experimental Biochemistry I (1)  
CHEM 484 Experimental Biochemistry II (1)

### Required Supporting Credits — 19-20 hours

BIO 111 Survey of Organismal Biology (4)

PHYS 221 Introductory Physics II (5)

Select two of the following biology credits:

BIO 341 Human Anatomy (3)

BIO 350 Human Physiology (4)

BIO 351 Microbiology (4)

Select one course from the CS or STAT prefixes (3 hours)

Any CS or STAT prefix course

### Required Specified LAC Credits — 21 hours

LAC area 1b. *Intermediate Composition*

SCI 291 Scientific Writing (3)

LAC area 2. *Mathematics*

MATH 131 Calculus I (4)

LAC area 6. *Physical and Life Sciences*

CHEM 111 Principles of Chemistry I (5)

BIO 110 Principles of Biology (4)

PHYS 220 Introductory Physics I (5)

### Elective LAC Credits — 21 hours

### Elective University-Wide Credits — 25-26 hours

## Secondary Teaching Emphasis (ACS Certified)

### Degree Requirements — 126 Credits

### Required Emphasis Credits — 8 hours

CHED 495 Seminar in Teaching Chemistry (2)

CHEM 360 Environmental Chemistry (2)

CHEM 450 Survey of Physical Chemistry (4)\*

### Required Emphasis Credits for Science Licensure — 16 hours

BIO 111 Survey of Organismal Biology (4)

GEOL 201 Physical Geology (4)

PHYS 221 Introductory Physics II (5)

*Secondary Licensure*

SCED 441 Methods of Teaching Secondary School Science (3)

### Required Specified LAC Credits — 22 hours

LAC area 2. *Mathematics*

MATH 131 Calculus I (4)

LAC area 6. *Physical and Life Sciences*

CHEM 111 Principles of Chemistry I (5)

BIO 110 Principles of Biology (4)

PHYS 220 Introductory Physics I (5)

AST 100 General Astronomy (4)

or

MET 205 General Meteorology (4)

### Elective LAC Credits — 21 hours

### Required PTEP Credits — 38 hours

See "Secondary PTEP" on page 134.

ACS Certification obtained by completing the following:

CHEM 421 Instrumental Analysis (4)

CHEM 443 Inorganic Chemistry Laboratory (1)

\*May substitute CHEM 450 (4) with the following courses:

CHEM 451 Physical Chemistry I (4)

CHEM 452 Physical Chemistry II (4)

CHEM 453 Physical Chemistry I Laboratory (1)

CHEM 454 Physical Chemistry II Laboratory (1)

Note(s): This program will take four-five years to complete depending on high school background and the point in the educational career at which the program is entered.



## COMMUNICATION STUDIES B.A. Human Communication Emphasis

### Degree Requirements — 120 Credits

See "Communication Studies B.A." on page 15.

### Required Major Credits — 27 hours

COMM 100 Basics of Public Speaking (1)  
 COMM 102 Introduction to Communication (3)  
 COMM 103 Speaking Evaluation (2)  
 COMM 201 Inquiry in Communication (3)  
 COMM 220 Interpersonal Communication (3)  
 COMM 330 Small Group Communication (3)  
 COMM 343 Persuasion (3)  
 COMM 491 Communication Theory Capstone (3)

Select 6 hours

COMM 492 Undergraduate Internship (1-10)\*\*

or

Any COMM prefix electives\*\*

### Elective Major Credits — 9 hours

COMM 111 Oral Interpretation (3)  
 COMM 211 Argumentation and Debate (3)  
 COMM 212 Professional Speaking (3)  
 COMM 221 Nonverbal Communication (3)  
 COMM 223 Intercultural Communication (3) (Gen. Ed. 7.a)  
 COMM 324 Family Communication (3)  
 COMM 331 Organizational Communication (3)  
 COMM 341 Courtroom Communication (3)  
 COMM 350 Communication in the Classroom (3)  
 COMM 352 Methods of Teaching Speech Communication (3)  
 COMM 422 Directed Study (1-3)  
 COMM 431 Communication and Leadership (3)  
 COMM 461 Seminar in Communication (1-3)

### Required Minor Minimum Credits — 18 hours

### Elective LAC Credits — 40 hours

### Elective University-Wide Credits — 26 hours

Note(s): Complete a minimum of 18 semester hours in 300- and 400-level COMM courses, with a minimum of 6 semester hours at the 400-level. A maximum of 3 semester hours of credits from COMM 422 and six hours of COMM 492 may count toward the major requirements.

Majors may count one course in a related discipline toward their communication electives. This course must be approved by their major advisor.

The program expects its new majors to have already made significant progress toward completion of the Liberal Arts Core requirements.

Juniors and Seniors with a GPA of 3.0 and higher may register for 500 level COMM courses.

Students in the Honors Program may count HON 351 and HON 451 as electives in Communication Studies.

\*\*Students who are not eligible for an internship are required to complete six additional credits of Communication electives.



## COMMUNICATION STUDIES B.A. Secondary Teaching Emphasis

### Degree Requirements — 120 Credits

See "Communication Studies B.A." on page 15.

### Required Major Credits — 30 hours

COMM 102 Introduction to Communication (3)  
 COMM 111 Oral Interpretation (3)  
 COMM 201 Inquiry in Communication (3)  
 COMM 211 Argumentation and Debate (3)  
 COMM 212 Professional Speaking (3)  
 COMM 220 Interpersonal Communication (3)  
 COMM 330 Small Group Communication (3)  
 COMM 343 Persuasion (3)  
 COMM 352 Methods of Teaching Speech Communication (3)  
 COMM 491 Communication Theory Capstone (3)

### Elective Major Credits — 7 hours

COMM 221 Nonverbal Communication (3)  
 COMM 223 Intercultural Communication (3)  
 COMM 324 Family Communication (3)  
 COMM 331 Organizational Communication (3)  
 COMM 341 Courtroom Communication (3)  
 COMM 350 Communication in the Classroom (3)  
 COMM 422 Directed Study (1-3)  
 COMM 431 Communication and Leadership (3)  
 COMM 461 Seminar in Communication (1-3)  
 COMM 492 Undergraduate Internship (1-10) (Take 6 hours)\*\*

### Required Supporting Credits — 3 hours

JMC 100 Introduction to Journalism and Mass Communications (3)

### Elective LAC Credits — 40 hours

### Required PTEP Credits — 40 hours

See "Secondary PTEP" on page 134.

Note(s): Complete a minimum of 18 semester hours in 300- and 400-level COMM courses, with a minimum of 6 semester hours at the 400-level. A maximum of 3 semester hours of credits from COMM 422 and six hours of COMM 492 may count toward the major requirements.

Majors may count one course in a related discipline toward their communication electives. This course must be approved by their major advisor.

The program expects its new majors to have already made significant progress toward completion of the Liberal Arts Core requirements.

Juniors and Seniors with a GPA of 3.0 and higher may register for 500 level COMM courses.

Students in the Honors Program may count HON 351 and HON 451 as electives in Communication Studies.

\*\*Students who are not eligible for an internship are required to complete six additional credits of Communication electives.





## CRIMINAL JUSTICE B.A.

### Degree Requirements — 120 Credits

See "Criminal Justice B.A." on page 37.

#### Required Major Credits — 24 hours

CRJ 110 Introduction to Criminal Justice (3)  
 CRJ 220 Policing Systems (3)  
 CRJ 230 Judicial Process (3)  
 CRJ 240 Correctional Systems (3)  
 CRJ 250 Introduction to Victim Studies (3)  
 CRJ 370 Justice Professionalism and Ethics (3)  
 CRJ 380 Justice Research and Statistics (3)  
 CRJ 410 Comparative Justice Systems (3)

#### Required Supporting Credits — 18 hours

Choose one of the following courses:

CRJ 360 Theories of Crime (3)  
 SOC 340 Juvenile Delinquency (3)

And select one content area below— 6 hours (all 6 hours at the 300 or 400 level).

Students, in consultation with their advisor, will select courses appropriate for their content area. Courses are likely to come from programs such as those listed with each content area.

**Law Enforcement:** Africana Studies (AFS), Anthropology (ANT), Community Health (CH), Criminal Justice (CRJ), Geography (GEOG), Hispanic Studies (HISP), Multicultural Studies, Philosophy (PHIL), Psychology (PSY) and Sociology (SOC).

**Correctional Services:** Africana Studies, Anthropology, Community Health, Criminal Justice, Geography, Hispanic Studies, Human Rehabilitation Services (HRS), Multicultural Studies, Philosophy, Psychology and Sociology.

**Justice Administration:** Accounting (BAAC), Criminal Justice, Management (BAMG), Philosophy, Political Science (PSCI) and Sociology.

**Victim Advocacy/Services:** Sociology (SOC), Psychology (PSY), Human Services (HUSR), Criminal Justice (CRJ), Human Rehabilitative Services (HRS).

Select from one or several Skills areas below — 9 hours (at least 6 hours at the 300 or 400 level).

Students, in consultation with their advisor, will select courses that develop or expand their skills in the following areas. Courses are likely to come from programs such as those listed with each skills area.

- **Computer Information Systems:** Select courses from: Business Administration (BA), Computing (CG, CED), and Educational Technology (ET)
- **Critical Thinking:** select courses from: Philosophy and Communication Studies (COMM)
- **Oral Communication:** select courses from: Communication Studies and Foreign Languages.
- **Research:** select courses from: Geography, Interdisciplinary Studies, Psychology, Sociology and Statistics (STAT)
- **Written Communication:** English (ENG)

#### Required Specified LAC Credits — 3 hours

LAC area 2. Mathematics

STAT 150 Introduction to Statistical Analysis (3)

#### Elective LAC Credits — 37 hours

#### Elective University-Wide Credits — 38 hours

**Note(s):** The Criminal Justice degree requires a grade of "C" or better (C- is not acceptable) for all courses (regardless of prefix) counting toward the major.

No more than three semester credit hours of internship (including field experience, practicum, etc.) from a prefix other than CRJ may be used toward the major.

Students must provide a written rationale for their selection of elective courses for content (6 hrs) and skills (9 hrs) and receive written approval from their advisors for the courses.

Modifications to the selection are permissible but must be documented. All written rationales and approvals will be held in the student's file in the Criminal Justice program office.



## DIETETICS B.S.

### Degree Requirements — 120 Credits

See "Dietetics B.S." on page 37.

#### Required Major Credits — 30 hours

FND 210 Medical Terminology (2)  
 FND 252 Nutrition in the Life Cycle (3)  
 FND 342 Food Science (4)  
 FND 370 Nutrition Education and Application Strategies (3)  
 FND 410 Professional Development Seminar (2)  
 FND 430 Nutrition Assessment and Intervention (3)  
 FND 431 Medical Nutrition Intervention (3)  
 FND 446 Foodservice Systems Management (4)  
 FND 451 Advanced Nutrition (3)  
 FND 452 Community Nutrition (3)

#### Required Supporting Credits — 14 hours

Sciences (8 hours)

BIO 245 Introduction to Human Anatomy and Physiology (4)  
 BIO 351 Microbiology (4)

Business (6 hours)

BAMK 260 Introduction to Marketing (3)  
 BAMG 350 Management of Organizations (3)

#### Required Specified LAC Credits — 32 hours

LAC area 1b. Intermediate Composition

SCI 291 Scientific Writing (3)

LAC area 2. Mathematics

STAT 150 Introduction to Statistical Analysis (3)

LAC area 5. Social and Behavioral Sciences

ECON 205 Principles of Microeconomics (3)

PSY 120 Principles of Psychology (3)

LAC area 6. Physical and Life Sciences

BIO 110 Principles of Biology (4)

CHEM 111 Principles of Chemistry I (5)

CHEM 281 Fundamentals of Biochemistry (5)

FND 250 Principles of Nutrition (3)

LAC area 7. International Studies (Select one of the following two courses):

ANT 110 Introduction to Cultural Anthropology (3)

COMM 223 Intercultural Communication (3)

#### Elective LAC Credits — 12 hours

**Note(s):** Students need to select a course from Area 8 that also counts for Areas 3 or 4.

#### Elective University-Wide Credits — 32 hours



## EARTH SCIENCES B.S. (Select from four emphases)

### Degree Requirements — 120 Credits

See "Earth Sciences B.S." on page 34.

**Note(s):** The course of study for this major, including both required and elective courses, must total at least 60 credit hours and must be developed in consultation with and be approved by the student's academic advisor.

At least one half of the credit hours in AST, ESCI, GEOL, MET and OCN courses must be numbered 300 or above. No more than 8 credit hours of AST, ESCI, GEOL, MET and OCN courses numbered below 200 may be counted toward the major.

Science and mathematics courses approved for the Liberal Arts Core that are taken as part of this major may also be used to satisfy Liberal Arts Core requirements.

A 2.0 grade point average in the courses taken as part of this major is required for graduation. (Secondary Teaching Emphasis: a 2.5 GPA is required in all major courses.)

### Environmental Earth Sciences Emphasis

#### Required Major Credits — 20 hours

GEOL 201 Physical Geology (4)  
 GEOL 202 Historical Geology (4)  
 GEOL 410 Groundwater Geology (2)  
 GEOL 460 Geomorphology (3)  
 MET 451 Climatology (3)  
 OCN 301 Physical and Chemical Oceanography (4)

#### Elective Major Credits — 14 hours

Elective Major Credits including at least two earth sciences courses selected in consultation with an academic advisor to explore an area of interest in greater depth. Courses are to be selected based on the following list, but other courses may satisfy requirements with the approval of the advisor.

#### Earth Science Credits:

ESCI 492 Earth Science Internship (1-15)  
 GEOL 320 Mineralogy (4)  
 GEOL 450 Sedimentology and Stratigraphy (4)  
 GEOL 464 Glacial and Quaternary Geology (3)  
 MET 536 Biometeorology (3)  
 OCN 302 Geological and Biological Oceanography (4)

#### Supporting Discipline Credits

CHEM 360 Environmental Chemistry (2)  
 ECON 356 Water Resource Economics (3)  
 ENST 335 Environmental and Resource Economics (3)  
 ENST 355 Introduction to Environmental Health (3)  
 GEOG 307 Geographic Information Science (3)  
 GEOG 315 Resource Management (3)

#### Required Supporting Credits — 13 hours

BIO 111 Survey of Organismal Biology (4)  
 BIO 360 Ecology (4)  
 CHEM 112 Principles of Chemistry II (5)

#### Required Specified LAC Credits — 23 hours

##### LAC area 2. Mathematics

MATH 124 College Algebra (4)  
 STAT 150 Introduction to Statistical Analysis (3)

##### LAC area 5a. Social and Behavioral Sciences

ECON 205 Principles of Microeconomics (3)

##### LAC area 6. Physical and Life Sciences

MET 205 General Meteorology (4)  
 BIO 110 Principles of Biology (4)  
 CHEM 111 Principles of Chemistry I (5)

#### Elective LAC Credits — 18 hours

**Note(s):** Students need to select a course from Area 7 or 8 that also counts in Areas 3 or 4.

#### Elective University-Wide Credits — 32 hours

### Geology Emphasis

#### Required Major Credits — 33 hours

GEOL 201 Physical Geology (4)  
 GEOL 202 Historical Geology (5)  
 GEOL 320 Mineralogy (4)  
 GEOL 340 Paleontology (4)  
 GEOL 421 Optical Mineralogy and Petrography (4)  
 GEOL 450 Sedimentology and Stratigraphy (4)  
 GEOL 460 Geomorphology (3)  
 GEOL 470 Structural Geology (4)  
 GEOL 481 Geologic Field Techniques (2)

#### Required Supporting Credits — 14 hours

BIO 111 Survey of Organismal Biology (4)  
 CHEM 112 Principles of Chemistry II (5)  
 PHYS 221 Introductory Physics II (5)  
 Geology elective (GEOL prefix course(s) that are open to majors (3)

#### Required Specified LAC Credits — 22 hours

##### LAC area 2. Mathematics

MATH 124 College Algebra (4)  
 MATH 131 Calculus I (4)  
 MATH 132 Calculus II (4)

##### LAC area 6. Physical and Life Sciences

CHEM 111 Principles of Chemistry I (5)  
 PHYS 220 Introductory Physics I (5)

#### Elective LAC Credits — 18 hours

**Note(s):** Students need to select a course from Area 7 or 8 that also counts in Areas 3, 4, or 5.

#### Elective University-Wide Credits — 33 hours

**Note(s):** Geology field camp or internship of six hours is required for graduation, typically taken in the summer after senior year.

### Meteorology Emphasis

The following requirements assure that our graduates meet all of the requirements for certification with the American Meteorological Society (AMS) and the National Weather Association (NWA).

#### Required Major Credits — 26 hours

MET 215 Introduction to Meteorological Analysis (2)  
 MET 221 Weather Forecasting Seminar (1)  
 MET 320 Physical Meteorology (3)  
 MET 401 Dynamic Meteorology I (3)  
 MET 402 Dynamic Meteorology II (4)  
 MET 442 Synoptic Meteorology Laboratory (3)  
 MET 451 Climatology (3)  
 MET 460 Mesoscale Meteorology (4)  
 MET 485 Meteorology Capstone (3)

#### Elective Major Credits — 6 hours

##### Select two of the following courses:

MET 336 Biometeorology (3)  
 MET 452 Paleoclimatology (3)  
 MET 465 Radar Meteorology (3)  
 MET 470 Satellite Meteorology (3)  
 MET 495 Special Topics in Meteorology (1-4)

**Note(s):** Electives must be selected with the approval of the student's advisor.

#### Required Supporting Credits — 12 hours

CS 102 Structured Programming (3)  
 MATH 233 Calculus III (4)  
 PHYS 241 General Physics II (5)

#### Required Specified LAC Credits — 28 hours

##### LAC area 2. Mathematics

MATH 131 Calculus I (4)  
 MATH 132 Calculus II (4)  
 STAT 150 Introduction to Statistical Analysis (3)

##### LAC area 6. Physical and Life Sciences

MET 205 General Meteorology (4)  
 CHEM 111 Principles of Chemistry I (5)  
 PHYS 240 General Physics I (5)

##### LAC Electives

CS 101 Introduction to Computer Science (3)

### Elective LAC Credits — 18 hours

**Note(s):** Students need to select courses from Areas 7 and 8 that also count in Areas 3, 4, or 5.

### Elective University-Wide Credits — 30 hours

**Note(s):** Federal government requirements for employment as meteorologists and Graduate School admission in the atmospheric sciences usually require MATH 335.

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## Secondary Teaching Emphasis

*(Earth Sciences B.S. — Continued from previous page)*

### Degree Requirements — 124 Credits

#### Required Major Credits — 28 hours

Course selection may vary, depending upon the educational background of the student, with approval of the advisor.

*The following courses are recommended:*

AST 301 Classical Astronomy (3)  
AST 302 Modern Astronomy (3)  
GEOL 201 Physical Geology (4)  
GEOL 202 Historical Geology (4)  
GEOL 390 Colorado Geology (3)  
MET 451 Climatology (3)  
OCN 301 Physical and Chemical Oceanography (4)  
OCN 302 Geological and Biological Oceanography (4)

#### Required Supporting Credits — 14 hours

Science and math support courses, required to meet CDE Licensure in Secondary Science, are to be selected in consultation with the major advisor.

BIO 111 Survey of Organismal Biology (4)  
CHEM 112 Principles of Chemistry II (5)  
PHYS 221 Introductory Physics II (5)

#### Required Specified LAC Credits — 22 hours

*LAC area 2. Mathematics*

MATH 124 College Algebra (4)

*LAC area 6. Physical and Life Sciences*

MET 205 General Meteorology (4)  
BIO 110 Principles of Biology (4)  
CHEM 111 Principles of Chemistry I (5)  
PHYS 220 Introductory Physics I (5)

#### Elective LAC Credits — 24 hours

#### Required PTEP Credits — 36 hours

Exempt from ET 249 and ET 349.

See “Secondary PTEP” on page 134.

Exempt from ET 249 and ET 349.



## ECONOMICS B.A.

### Degree Requirements — 120 Credits

See “Economics B.A.” on page 22.

#### Required Major Credits — 18 hours

ECON 205 Principles of Microeconomics (3)  
ECON 303 Intermediate Macroeconomics (3)  
ECON 305 Intermediate Microeconomics (3)  
ECON 350 Application of Mathematics to Economics (3)  
ECON 452 Econometrics (3)\*  
ECON 475 Contemporary Economic Problems (3)\*

**Note(s):** Students must have senior status and achieve a cumulative GPA of 2.5 in all courses required for the major, or consent of the instructor, before they will be allowed to register for the economics capstone courses, ECON 452 and ECON 475.

#### Required Specified LAC Credits — 7 hours

*LAC area 2. Mathematics*

MATH 124 College Algebra (4)

*LAC area 5.a. Economic and Political Systems*

ECON 203 Principles of Macroeconomics (3)

#### Elective LAC Credits — 33 hours

#### Required Supporting Credits — 24 hours

MATH 176 Topics in Calculus (3)

*Choose one of the following:*

STAT 150 Introduction to Statistical Analysis (3)  
BAFN 291 Business Statistics I (3)

*Select 18 semester hours from the following:*

All 300-400 level ECON prefix courses, ENST 335  
Environmental and Resource Economics (3), or MIND 286  
Value Issues in Political Economy (3)

#### Elective University-Wide Credits — 38 hours

**Note(s):** All students must achieve an overall cumulative GPA of 2.25 in order to be admitted to the economics major. First-semester freshmen and transfer students will be admitted on a probational basis and must achieve an overall cumulative GPA of 2.25 after their first semester at UNC in order to continue in the major.

Economics majors must earn a grade of “C” or better (C- is not acceptable) in all courses which count toward the major. A maximum of six directed study credits in Economics may be taken.

For purposes of required supporting credits and minimum grades MIND 286 and ENST 335 will be counted as ECON courses.

A minor is strongly recommended.





## ENGLISH B.A. Liberal Arts Emphasis

### Degree Requirements — 120 Credits

See “English B.A.” on page 17.

#### Required Major Credits — 12 hours

ENG 195 Introduction to the Discipline of English (3)  
ENG 345 Literary Theory and Criticism(3)  
ENG 319 The Art of Persuasion (3)

Select one of the following:

ENG 318 Traditional and Modern Grammars (3)  
ENG 320 History of the English Language (3)  
ENG 419 English Linguistics (3)

#### Elective Major Credits — 27 hours

*British Literature before 1800, select one of the following:*

ENG 349 Old English, 700-1200 (3)  
ENG 350 Middle English, 1200-1485 (3)  
ENG 351 The Tudor Period, 1485-1603 (3)  
ENG 352 The Stuart Period, 1603-1714 (3)  
ENG 353 The Eighteenth Century, 1714-1789 (3)

*British Literature after 1800, select one of the following:*

ENG 354 British Romanticism (3)  
ENG 355 Victorian Prose and Poetry (3)  
ENG 356 Twentieth Century British Literature (3)

*American Literature before 1900, select one of the following:*

ENG 370 Colonial American Literature, 1492-1800 (3)  
ENG 371 Antebellum American Literature, 1800-1865 (3)  
ENG 372 American Realism and the Making of America (3)

*American Literature after 1900, select one of the following:*

ENG 373 American Modernism and the Crisis of Representation (3)  
ENG 374 American Diaspora and Globalization (3)

Select one of the following courses:

ENG 402 The Short Story (3)  
ENG 403 Techniques of the Novel (3)  
ENG 430 Advanced Studies in World Literature, Folklore, or Mythology (3)  
ENG 441 Colloquium in Literature (3)  
ENG 495 Advanced Cultural Studies (3)

Remaining hours may be fulfilled with any ENG- or HUM- prefixed courses, excluding ENG 122, ENG 123, ENG 225, and ENG 227. Only two courses included in the Liberal Arts Core may count for elective credit. Qualified students may be exempted by examination from ENG 131.

#### Required Minor Credits — 18 hours

#### Elective LAC Credits — 40 hours

#### Elective University-Wide Credits — 22 hours



## ENGLISH B.A. Secondary Teaching Emphasis

### Degree Requirements — 120-123 Credits

See “English B.A.” on page 17.

#### Required Major Credits — 18 hours

ENG 195 Introduction to the Discipline of English (3)  
ENG 345 Literary Theory and Criticism(3)  
ENG 319 The Art of Persuasion (3)

ENG 410 Seminar in Literary History I (3)

ENG 411 Seminar in Literary History II(3)

Select one of the following:

ENG 318 Traditional and Modern Grammars (3)  
ENG 320 History of the English Language (3)  
ENG 419 English Linguistics (3)

#### Elective Major Credits — 21 hours

*British Literature before 1800, select one of the following:*

ENG 349 Old English, 700-1200 (3)  
ENG 350 Middle English, 1200-1485 (3)  
ENG 351 The Tudor Period, 1485-1603 (3)  
ENG 352 The Stuart Period, 1603-1714 (3)  
ENG 353 The Eighteenth Century, 1714-1789 (3)

*British Literature after 1800, select one of the following:*

ENG 354 British Romanticism (3)  
ENG 355 Victorian Prose and Poetry (3)  
ENG 356 Twentieth Century British Literature (3)

*American Literature before 1900, select one of the following:*

ENG 370 Colonial American Literature, 1492-1800 (3)  
ENG 371 Antebellum American Literature, 1800-1865 (3)  
ENG 372 American Realism and the Making of America (3)

*American Literature after 1900, select one of the following:*

ENG 373 American Modernism and the Crisis of Representation (3)  
ENG 374 American Diaspora and Globalization (3)

Select one of the following courses:

ENG 402 The Short Story (3)  
ENG 403 Techniques of the Novel (3)  
ENG 430 Advanced Studies in World Literature, Folklore, or Mythology (3)  
ENG 441 Colloquium in Literature (3)  
ENG 495 Advanced Cultural Studies (3)

Remaining hours in this category may be fulfilled with any ENG or HUM course other than those listed as Liberal Arts Core courses. Students seeking Secondary Education Certification are encouraged to include in their programs ENG 318 and ENG 419, and ENG 312 Shakespeare in Context: Histories and Comedies (3) or ENG 313 Shakespeare in Context: Tragedies and Romances (3).

All students are encouraged to take ENG 131, ENG 211, ENG 213, and ENG 214 as LAC courses or as LAC electives.

#### Elective LAC Credits — 40 hours

#### Required PTEP Credits — 38-41 hours

See “Secondary PTEP” on page 134.



## FOREIGN LANGUAGES B.A. (Select from four emphases)

See "Foreign Languages B.A." on page 20.

Note(s): All work to be counted toward the degree must be beyond the first year level.

Advising and advisor's signature are required each semester before registration.

Unless otherwise noted, all courses with the GER or FR prefix are conducted in German or French.

Students must demonstrate competency in certain areas of language activity: oral and written proficiency in foreign language, ability to apply one's knowledge of the culture to appropriate situations in a foreign language environment. Consult program advisor.

To graduate with a Foreign Language degree, students must have a 2.5 grade point average in those courses that count toward the major and that were taken at UNC.

### French Liberal Arts Emphasis

#### Degree Requirements 120 — Credits

##### Required Major Credits — 23 hours

FR 251 Intermediate French Lab I (1)  
FR 252 Intermediate French Lab II (1)  
FR 301 France and Francophonie I (3)  
FR 302 France and Francophonie II (3)  
FR 311 French Civilization and Literature Survey I (3)  
FR 312 French Civilization and Literature Survey II (3)  
FR 407 French for Oral Proficiency (3)

Select two offerings from the two repeatable, variable-topic courses (6 semester hours)

FR 450 Readings in French Literature (3)  
FR 475 Research Seminar: French Texts and Contexts (3)

##### Elective Major Credits — 6 hours

Select three of the following courses:

FR 411 France Then and Now (2)  
FR 412 French Politics and Society (2)  
FR 413 The Francophone World (2)  
FR 414 Language and Society (2)

##### Required Minor Minimum Credits — 18 hours

Students must complete a minor approved by the program.

##### Required Specified LAC Credits — 6 hours

LAC area 3.d. Foreign Languages  
FR 201 Intermediate French I (3)  
FR 202 Intermediate French II (3)

##### Elective LAC Credits — 34 hours

##### Elective University-Wide Credits — 33 hours

### French Secondary Teaching Emphasis

#### Degree Requirements — 120 Credits

##### Required Major Credits — 23 hours

FR 251 Intermediate French Lab I (1)  
FR 252 Intermediate French Lab II (1)  
FR 301 France and Francophonie I (3)  
FR 302 France and Francophonie II (3)  
FR 311 French Civilization and Literature Survey I (3)  
FR 312 French Civilization and Literature Survey II (3)  
FR 407 French for Oral Proficiency (3)

Select two offerings from the two repeatable, variable-topic courses (6 hours)

FR 450 Readings in French Literature (3)  
FR 475 Research Seminar: French Texts and Contexts (3)

##### Required Supporting Credits — 3 hours

FL 341 Methods of Teaching in the Secondary School (3)

##### Elective Major Credits— 6 hours

Select three of the following courses:

FR 411 France Then and Now (2)  
FR 412 French Politics and Society (2)  
FR 413 The Francophone World (2)  
FR 414 Language and Society (2)

##### Required Specified LAC Credits — 6 hours

LAC area 3.d. Foreign Languages  
FR 201 Intermediate French I (3)  
FR 202 Intermediate French II (3)

##### Elective LAC Credits — 34 hours

##### Elective University-Wide Credits — 10 hours

##### Required PTEP Credits — 38 hours

See "Secondary PTEP" on page 134. *and*

See "Foreign Language B.A. — PTEP" on page 135.

### German Liberal Arts Emphasis

#### Degree Requirements 120 — Credits

##### Required Major Credits — 23 hours

GER 251 Intermediate German Lab I (1)  
GER 252 Intermediate German Lab II (1)  
GER 301 Germany and the Germans I (3)  
GER 302 Germany and the Germans II (3)  
GER 311 German Civilization and Literature Survey I (3)  
GER 312 German Civilization and Literature Survey II (3)  
GER 407 German for Oral Proficiency (3)

Select two offerings from the two repeatable, variable-topic courses (6 hours)

GER 450 Literature, Self and Society (3)  
GER 475 Research Seminar: German Texts and Contexts (3)

##### Elective Major Credits — 6 hours

Select three of the following courses:

GER 411 Germany Then and Now (2)  
GER 412 Politics and Society (2)  
GER 413 German Cultural Identity (2)  
GER 414 Language, Society and the Profession (2)

##### Required Minor Credits — 18 hours

##### Required Specified LAC Credits — 6 hours

LAC area 3.d. Foreign Languages  
GER 201 Intermediate German I (3)  
GER 202 Intermediate German II (3)

##### Elective LAC Credits — 34 hours

##### Elective University-Wide Credits — 33 hours

### German Secondary Teaching Emphasis

#### Degree Requirements — 120 Credits

##### Required Major Credits — 23 hours

GER 251 Intermediate German Lab I (1)  
GER 252 Intermediate German Lab II (1)  
GER 301 Germany and the Germans I (3)  
GER 302 Germany and the Germans II (3)  
GER 311 German Civilization and Literature Survey I (3)  
GER 312 German Civilization and Literature Survey II (3)  
GER 407 German for Oral Proficiency (3)

Select two offerings from the two repeatable, variable-topic courses (6 hours)

GER 450 Literature, Self and Society (3)  
GER 475 Research Seminar: German Texts and Contexts (3)

##### Required Supporting Credits — 3 hours

FL 341 Methods of Teaching in the Secondary School (3)

##### Elective Major Credits — 6 hours

Select three of the following courses:

GER 411 Germany Then and Now (2)  
GER 412 Politics and Society (2)  
GER 413 German Cultural Identity (2)  
GER 414 Language, Society and the Profession (2)

##### Required Specified LAC Credits — 6 hours

LAC area 3.d. Foreign Languages  
GER 201 Intermediate German I (3)  
GER 202 Intermediate German II (3)

##### Elective LAC Credits — 34 hours

##### Elective University-Wide Credits — 10 hours

##### Required PTEP Credits — 38 hours

See "Secondary PTEP" on page 134.

*and* See "Foreign Language B.A. — PTEP" on page 135.



## GEOGRAPHY B.A. (Select from three emphases)

See "Geography B.A." on page 22.

### Required Major Core Credits — 28 Credits

GEOG 200 Human Geography (3)  
GEOG 232 Physical Geography (4)  
GEOG 274 Maps and Data Analysis (3)  
GEOG 375 Quantitative Techniques in Geography (3)  
GEOG 495 Senior Seminar (3)

*Regional Credits - 3 hours, select one of the following:*

GEOG 326 Africa (3)  
GEOG 340 Europe (3)  
GEOG 350 Colorado (3)

*Systematic Credits (Human Geography) - 3 hours, select one of the following:*

GEOG 312 Economic Geography (3)  
GEOG 320 Population Geography (3)  
GEOG 370 Urban Geography (3)

*Systematic Credits (Physical Geography) - 3 hours, select one of the following:*

GEOG 315 Resource Management (3)  
GEOG 325 Advanced Physical Geography: Topics (3)  
GEOG 440 Biogeography (3)

*Techniques Credits - 3 hours, select one of the following:*

GEOG 302 Cartography (3)  
GEOG 307 Geographic Information Science (3)

**Note(s):**Courses taken in the core do not apply toward the emphasis requirements.

## Geographic Information Science Emphasis

### Degree Requirements — 120 Credits

#### Required Emphasis Credits — 3 hours

GEOG 302 Cartography (3)

or

GEOG 307 Geographic Information Science (3)

#### Elective Emphasis Credits — 15 hours

*Techniques Credits (Select 6 hours)*

GEOG 412 Advanced Cartography (3)  
GEOG 475 Advanced Geographic Techniques: Topics (1-3)  
(take 3 hours)  
GEOG 492 Internship (1-6)

*Systematic Credits (Select 9 hours)*

GEOG 300 Advanced Human Geography: Topics (3)  
GEOG 310 Urban and Regional Planning (3)  
GEOG 312 Economic Geography (3)  
GEOG 315 Resource Management (3)  
GEOG 320 Population Geography (3)  
GEOG 325 Advanced Physical Geography: Topics (3)  
GEOG 360 Political Geography (3)  
GEOG 370 Urban Geography (3)  
GEOG 392 Field Course in Geography (1-6)  
GEOG 411 Geography Concepts and Issues (2)  
GEOG 422 Directed Studies (1-3)  
GEOG 440 Biogeography (3)

#### Elective LAC Credits — 40

#### Elective University-Wide Credits — 34

**Note(s):**Students may take 3 of the above hours in related electives from outside the program with advisor approval. GEOG 325 may be taken for credit more than once. GEOG 422 and GEOG 492 may be taken for credit more than once, but only 3 hours will count toward the major.

## Liberal Arts Emphasis

### Degree Requirements — 120 Credits

#### Elective Emphasis Credits — 12 hours

*Regional Credits (Select 3 hours)*

GEOG 326 Africa (3)  
GEOG 333 South America (3)  
GEOG 335 Geography of Middle America (3)  
GEOG 340 Europe (3)  
GEOG 344 Asia: Special Topics (3)

GEOG 350 Colorado (3)

*Systematic Credits (Select 9 hours)*

GEOG 300 Advanced Human Geography: Topics (3)  
GEOG 310 Urban and Regional Planning (3)  
GEOG 312 Economic Geography (3)  
GEOG 315 Resource Management (3)  
GEOG 320 Population Geography (3)  
GEOG 325 Advanced Physical Geography: Topics (3)  
GEOG 360 Political Geography (3)  
GEOG 370 Urban Geography (3)  
GEOG 392 Field Course in Geography (1-6)  
GEOG 411 Geography Concepts and Issues (2)  
GEOG 422 Directed Studies (1-3)  
GEOG 440 Biogeography (3)

#### Required Minor Minimum Credits — 18 hours

#### Elective LAC Credits — 40

#### Elective University-Wide Credits — 22

**Note(s):** Majors must take a minimum of 9 semester hours in Systematic Credits. GEOG 300 and GEOG 325 may be taken for credit more than once.

## Secondary Teaching Emphasis

### Degree Requirements — 124 Credits

#### Required Emphasis Credits — 2 hours

GEOG 411 Geography Concepts and Issues (2)

#### Elective Emphasis Credits — 6 hours

*Regional Credits (3 hours)*

GEOG 326 Africa (3)  
GEOG 333 South America (3)  
GEOG 335 Geography of Middle America (3)  
GEOG 340 Europe (3)  
GEOG 344 Asia: Special Topics (3)  
GEOG 350 Colorado (3)

*Systematic Credits (3 hours)*

GEOG 300 Advanced Human Geography: Topics (3)  
GEOG 312 Economic Geography (3)  
GEOG 320 Population Geography (3)  
GEOG 360 Political Geography (3)  
GEOG 370 Urban Geography (3)  
GEOG 392 Field Course in Geography (1-6)

#### Required Supporting Credits — 9 hours

HIST 101 Survey of American History from 1877 to the Present (3)

*Select one of the following two courses:*

HIST 110 African Civilization (3)  
HIST 113 Asian Civilization II: The Modern Transformation (3)

*Select one of the following two courses:*

HIST 120 Western Civilization from Ancient Greece to 1689 (3)  
HIST 121 Western Civilization from 1689 to the Present (3)

#### Required Specified LAC Credits — 15 hours

*LAC area 4. History*

HIST 100 Survey of American History from Its Beginnings to 1877 (3)

*LAC area 5. Social and Behavioral Sciences*

ECON 203 Principles of Macroeconomics (3)  
PSCI 100 United States National Government (3)  
GEOG 100 World Geography (3)

*LAC area 8. Multicultural Studies. (Select one of the following courses):*

AFS 101 Development of Black Identity (3)  
HISP 102 Hispanic Cultures in the United States (3)  
WS 101 Women in Contemporary Society (3)

#### Elective LAC Credits — 25 hours

#### Required PTEP Credits — 39 hours

See "Secondary PTEP" on page 134. and

See "Geography B.A. — PTEP" on page 136.





## HISTORY B.A. Liberal Arts Emphasis

### Degree Requirements — 120 Credits

See "History B.A." on page 17.

### Required Major Credits — 18 hours

HIST 100 Survey of American History from Its Beginnings to 1877 (3) (LAC area 4.)

HIST 101 Survey of American History from 1877 to the Present (3) (LAC area 4.)

HIST 120 Western Civilization from Ancient Greece to 1689 (3)

HIST 121 Western Civilization from 1689 to the Present (3)

HIST 480 Seminar in History (3)

Select one of the following courses:

HIST 110 African Civilization (3)

HIST 112 Asian Civilization I: From Prehistory to the 1600s (3)

HIST 113 Asian Civilization II: The Modern Transformation (3)

HIST 118 History of Mexico (3)

### Elective Major Credits — 24 hours

In addition to the required credits, each major will also take twenty-four hours of electives.

- Twelve of these must be in a concentration area (Europe; United States; Africa/Asia/Latin America).
- Of the remaining twelve hours, six must be in each of the other areas.
- For example: if the major's concentration area is Europe, the student must take six hours in African/Asia/Latin America and six hours in United States history.
- At least eighteen of the twenty-four hours must be taken from courses numbered 300 or 400.

### Required Minor Minimum Credits — 18 hours

### Elective LAC Credits — 34 hours

### Elective University-Wide Credits — 26 hours

**Note(s):**History majors must obtain a grade of "C" or better (C- is not acceptable) in all history courses taken at UNC. Majors receiving a grade of "D" or lower in a history course must retake the course — or an equivalent approved by the academic advisor — and receive a grade of "C" or better (C- is not acceptable) to have the course counted toward the major.

All history courses numbered 300 or higher include a research and writing component.

Only 6 hours of HIST prefixes may be counted toward the LAC.

History majors must complete a minor of at least 18 semester hours, preferably within the College of Humanities and Social Sciences. (History Education majors seeking elementary or secondary licensure are exempted from this minor requirement.)

The study of a foreign language is recommended for those majors who plan to pursue graduate study in history



## HISTORY B.A. Secondary Teaching Emphasis

### Degree Requirements — 124 Credits

See "History B.A." on page 17.

### Required Major Credits — 18 hours

HIST 100 Survey of American History from Its Beginnings to 1877 (3) (LAC area 4.)

HIST 101 Survey of American History from 1877 to the Present (3) (LAC area 4.)

HIST 120 Western Civilization from Ancient Greece to 1689 (3)

HIST 121 Western Civilization from 1689 to the Present (3)

HIST 480 Seminar in History (3)

Select one of the following courses:

HIST 110 African Civilization (3)

HIST 112 Asian Civilization I: From Prehistory to the 1600s (3)

HIST 113 Asian Civilization II: The Modern Transformation (3)

HIST 118 History of Mexico (3)

### Elective Major Credits — 24 hours

Complete the following requirements (24 hours):

In addition to the required courses, each major will also take 24 additional hours of electives.

- Twelve of these must be in a concentration area (Europe; United States; Africa/Asia/Latin America).
- Of the remaining 12 hours, 6 must be in each of the other areas.
- For example, if the major's concentration is in Europe, students must take 6 hours in African/Asian/Latin American history, and 6 hours in United States history.
- At least 18 of the 24 hour total must be taken from courses numbered 300 or 400.

### Required Supporting Credits — 9 hours

*Economics*

ECON 203 Principles of Macroeconomics (3) (LAC 5a.)

Standards based Social Science electives (6 hours)

(A minimum of two courses, numbered 200 or higher chosen from the following prefixes: ECON, GEOG, PSCI)

### Required Specified LAC Credits — 9 hours

LAC area 5.a. Economic and Political Systems

PSCI 100 United States National Government (3)

LAC area 5.b. Geography

GEOG 100 World Geography (3)

LAC area 7. International Studies

ANT 110 Introduction to Cultural Anthropology (3)

### Elective LAC Credits — 25 hours

### Required PTEP Credits — 39 hours

See "Secondary PTEP" on page 134. and

See "History B.A. — PTEP" on page 136.

**Note(s):** History majors must obtain a grade of "C" or better (C- is not acceptable) in all history courses taken at UNC. Majors receiving a grade of "D" or lower in a history course must retake the course — or an equivalent approved by the academic advisor — and receive a grade of "C" or better (C- is not acceptable) to have the course counted toward the major.

All history courses numbered 300 or higher include a research and writing component.

Only 6 hours of HIST prefixes may be counted toward the LAC.



## HUMAN SERVICES B.S.

### Degree Requirements — 120 credits

See "Human Services B.S." on page 38.

### Required Major Credits — 21 hours

HUSR 205 Introduction to Human Services (3)

HUSR 300 Human Services Helping Skills (3)

HUSR 410 Human Services Program Planning and Evaluation (3)

HUSR 492 Internship in Human Services (1-12) Take 12 hours

### Required Supporting Credits — 18 hours

Courses are shown according to special interest, but students select any 18 advisor approved credits from among all courses on the list.

#### *Community Health content*

HUSR 209 Foundations of Health Promotion/Health Education (3)

HUSR 299 Community Health Systems (3)

HUSR 342 Modern Concepts of Health and Disease (3)

HUSR 350 Introduction to Environmental Health (3)

#### *Gerontology content*

GERO 205 Introduction to Gerontology (3)

PSY 331 Maturity and Aging (3)

HUSR 236 Health Issues in Aging (3)

HUSR 460 Community Resources for the Elderly (3)

SOC 371 Sociology of Aging (3)

#### *Rehabilitative Services content*

HUSR 380 Rehabilitation Principles and Case Management (3)

HUSR 385 Working with Families in Rehabilitation (3)

HUSR 470 Client Assessment (3)

HUSR 485 Medical/Psychological Aspects of Disability for Human Service Workers (3)

#### *Special Topics*

HUSR 495 Special Topics in Human Services (1-4)

### Elective Liberal Arts Core Credits — 40 hours

### University Wide Elective Credits — 41 hours



## INTERDISCIPLINARY STUDIES B.A. International Studies Emphasis

### Degree Requirements — 120 Credits

The emphasis area will develop a broad understanding of international issues through the study of foreign language, economics, geography, history, political science, communication and anthropology.

The program will prepare individuals to work in analytical or research positions with private and public agencies with an international focus. The major also prepares the student for graduate school in international studies.

### Required Major Credits — 21 hours

ECON 303 Intermediate Macroeconomics (3)  
ECON 305 Intermediate Microeconomics (3)  
ECON 344 International Economics (3)  
HIST 240 Critical Issues in Modern America (3)  
PSCI 220 Introduction to International Relations (3)  
PSCI 318 The Politics of the Developing States (3)  
Thesis (3)

### Elective Major Credit — 21 hours

Select *one of the following groups*:

ECON 350 Application of Mathematics to Economics (3)  
ECON 452 Econometrics (3)

or

SOC 351 Classical Social Theory (3)  
SOC 361 Methods of Sociological Research I (3)  
SOC 362 Methods of Sociological Research II (3)

*Complete:*

Twelve credit hours in a foreign language in the student's concentration area. To be distributed as follows: a) 201-202 (intermediate language courses) and two other language courses at the 300-level or above. The 300-level courses must be certified by the respective foreign-language program as a language course for it to meet this requirement.

### Required Concentration Area Credits — 18 hours

In addition to the core requirements, the student is to take 18 additional hours in one of the following concentration areas that complements the student's language training. At least one course each in anthropology, geography, history and political science is recommended. No more than three hours of internship may be used to complete the concentration.

*Concentration Area: African and Middle Eastern*

ANT 110 Introduction to Cultural Anthropology (3)  
AFS 104 Survey of Africa (3)  
AFS 396 African and African American World Views (3)  
ECON 320 Comparative Economic Systems (3)  
ECON 360 Economics of Growth and Development (3)  
GEOG 326 Africa (3)  
HIST 110 African Civilization (3)  
HIST 318 Modern Africa (3)  
PSCI 325 Conflict in the Middle East (3)  
PSCI 328 International Law and Organizations (3)

*Concentration Area: Asian*

ANT 110 Introduction to Cultural Anthropology (3)  
ANT 313 Modernization and Development (3)  
ECON 320 Comparative Economic Systems (3)  
ECON 360 Economics of Growth and Development (3)  
GEOG 344 Asia: Special Topics (3)  
HIST 112 Asian Civilization I: From Prehistory to the 1600s (3)  
HIST 113 Asian Civilization II: The Modern Transformation (3)  
HIST 309 Modern Southeast Asia (3)  
HIST 310 Modern China (3)  
HIST 311 Modern Japan (3)  
MIND 181 Great Traditions of Asia: India, China and Japan (3)  
PSCI 328 International Law and Organizations (3)

*Concentration Area: European*

ANT 110 Introduction to Cultural Anthropology (3)  
ECON 320 Comparative Economic Systems (3)  
ECON 360 Economics of Growth and Development (3)  
FR 116 Contemporary France (3)  
GEOG 340 Europe (3)  
GEOG 392 Field Course in Geography (Europe) (3)  
GER 116 Contemporary Germany (3)

HIST 120 Western Civilization from Ancient Greece to 1689 (3)  
HIST 121 Western Civilization from 1689 to the Present (3)  
HIST 369 Britain in the Modern Age, 1689 to the Present (3)  
HIST 376 France from 1848 (3)  
HIST 385 History of the Holocaust, 1933 to the Present (3)  
HIST 386 Twentieth Century Russia (3)  
HIST 391 Women in Europe to 1700(3)  
HIST 394 European Intellectual History (3)  
PSCI 210 Politics in the European Community (3)  
PSCI 215 Politics of Central and East European States (3)  
PSCI 328 International Law and Organizations (3)

*Concentration Area: Latin American*

ANT 110 Introduction to Cultural Anthropology (3)  
ECON 320 Comparative Economic Systems (3)  
ECON 360 Economics of Growth and Development (3)  
GEOG 335 Geography of Middle America (3)  
GEOG 392 Field Course in Geography (1-6)  
HIST 118 History of Mexico (3)  
HIST 314 History of Latin America to 1855 (3)  
HIST 315 History of Latin America: 1855 to the Present (3)  
PSCI 328 International Law and Organizations (3)

### Required Specified LAC Credits — 3 hours

*LAC area 5.b. Geography*

GEOG 200 Human Geography (3)

### Elective LAC Credits — 37 hours

### Elective University-Wide Credits — 20 hours

**Note(s):**At least one half of all courses (including both core and elective courses) taken must be at the 300-400 level. ECON 203 and ECON 205 are prerequisites for ECON 303 and ECON 305 to be taken under the Liberal Arts Core. Students who plan to attend graduate school may substitute MATH 131 and prerequisites for MATH 175 and MATH 176.

Language proficiency is estimated to require at least 12 hours of study at the intermediate level or above. Demonstrated proficiency at the intermediate/ high level on the ACTFL/ETS Oral Proficiency Interview fulfills the language requirement regardless of the actual number of language credits taken.

UNC offers a full complement of courses in French, Spanish and German. Students who wish to pursue other languages are responsible for supplementing UNC course offerings with outside language study (e.g., regular courses at other universities, long distance education, and/or tutoring) in order to achieve proficiency.

A thesis is required to graduate from the program. The thesis topic and faculty thesis advisor must be approved by the IS Director. It is recommended that the student begin the thesis two semesters before graduation. Thesis credit will be taken as a directed study in the program of the thesis advisor.

No more than three hours of internship may be used to complete any concentration area. Internships for more than three hours are available above the 18 hour requirement.

Students must formally apply to the IS Committee [(970) 351-2739] before being admitted to the program. A 2.6 cumulative GPA is required for entrance to and graduation from the International Studies program.



EBS

## INTERDISCIPLINARY STUDIES B.A. Early Childhood Education Emphasis

### Degree Requirements — 125-126 Hours

The degree will provide an interdisciplinary liberal arts foundation for students who chose to pursue the Early Childhood Professional Teacher Preparation Program. The program is offered jointly with the Aims Community College. For information about Aims courses, please see the Aims Catalogue [http://www.aims.edu/academics/catalog/catalog\\_full.pdf](http://www.aims.edu/academics/catalog/catalog_full.pdf) In case of overlap, either course will count toward the degree.

### Required Major Credits — 42 hours

Courses listed are offered at Aims Community College and UNC. The institution offering each will be listed in parenthesis.

BIO 105 (3) Science of Biology

or

BIO 111 (3) (both Aims)

or

BIO 265 Life Science Concepts (3) (UNC) [LAC area 6]

ECE 101 (3) Intro to Early Childhood Education (Aims)

ECE 102 (3) Intro to EC Lab Techniques (Aims)

ECE 205 (3) Nutrition, Health and Safety (Aims)

ECE 220 (3) Curriculum Development: Methods and Techniques (Aims)

ECE 228 (3) Intro to EC Lab Techniques (Aims)

or

EDRD 319 Language and Literacy Development of Preschool and Elementary School Children (3) (UNC)

ECE 238 (4) Child Growth and Development (includes one credit hour of lab, 2 clock hours per week—Aims)

ECE 241 (3) Administration: Human Relations (Aims)

LIT 225 (3) Children's Literature (Aims)

or

EDRD 314 Literature for Children, Adolescents and Young Adults (3) (UNC)

MATH 283 Fundamental Mathematics III: Geometry and Measurement (3) (UNC)

One college level course in Spanish is required (3-5 credits)

EDLD 350 Teaching Young Bilingual Children (3) (UNC)

### Elective Major Credits — 3 hours

Choose one of the following UNC courses:

HIST 290 American Immigration (3) [LAC area 4]

HIST 329 American Indian History (3)

HIST 338 Advanced Overview of American History (3)

HIST 396 World History (3)

### Required PTEP Credits — 43-44 hours

Please See "Early Childhood PTEP" on page 133.

### Required LAC Credits — 40 hours

EBS

## INTERDISCIPLINARY STUDIES B.A. Liberal Arts Emphasis

### Degree Requirements — 120-126 Credits

The coursework in this cross-college major is designed to provide students with an interdisciplinary liberal arts education. The Liberal Arts Core courses provide the broad foundation, with courses from eight general categories required. The required core courses narrow the focus to four disciplines or clusters of disciplines - math, science, history and the social sciences and language and literature. These courses examine ways of thinking within and across broadly related disciplines. Concentration areas provide students with more in-depth study of academic disciplines.

Elementary licensure candidates also must complete the PTEP courses. Those not completing the PTEP courses must, in consultation with their advisors, choose a minor or a second Concentration area which is complementary to the first and may also, with advisor's permission, substitute appropriate courses for those marked here with this symbol: ++

### Required Major (Core) Credits — 27 hours

*Social Studies (select one of the following)*

HIST 224 History of Colorado (3)

or

SOSC 200 Exploring Colorado (3)

SOSC 300 Social Science and Historical Perspectives (3)

*Science*

SCI 465 Principles of Scientific Inquiry: Finding Order in Chaos (3)

BIO 265 Life Science Concepts (3)

or

BIO 101 Biological Perspectives (4)

*Language Art*

ENG 204 Literature About Childhood and Adolescence (3)

or

EDRD 314 Literature for Children, Adolescents and Young Adults (3)

ENG 419 English Linguistics (3)

or

EDRD 319 Language and Literacy Development of Preschool and Elementary School Children (3)

EDEL 320 Teaching with Writing (3)

*Math*

MATH 283 Fundamental Mathematics III: Geometry and Measurement (3)

*Integrated Arts*

PVA 310 The Arts in Contemporary Society (3)

**Select Either PTEP (126 hour program) or Additional Concentration or minor(120 hour program)**

### Required PTEP Credits — 44 hours

Please See "Elementary PTEP" on page 134.

or

Additional Concentration or Minor —15-18

Elective Credits — 20-23

### Required Specified LAC Credits — 40 hours

**Note(s):** Students are strongly recommended to take the first courses listed for each area. Subsequent indented courses are acceptable alternatives.

*LAC area 1.a. Elementary Composition*

ENG 122 College Composition (3)

*LAC area 1.b.*

One course from Intermediate Composition (except BA 205 and MUS 152).

*LAC area 2. Mathematics*

MATH 181 Fundamentals of Mathematics I: Number and Operations (3)

MATH 182 Fundamental Mathematics II: Algebra, Probability and Data Analysis (3)

*LAC area 3.a. Arts (Take one of the following)*

ART 190 Art Appreciation (3)

MUS 140 Introduction to Music (3)

THEA 130 Introduction to the Theatre (3)

*LAC area 3.b. Literature and Humanities (Take one of the following)*

ENG 131 Introduction to Literature (3)

ENG 211 Survey of American Literature (3)  
ENG 214 British Literature II (3)  
ENG 262 Masterpieces of World Literature (3)  
LAC area 4. *History (Take one of the following)*  
HIST 100 Survey of American History from Its Beginnings to 1877 (3)  
HIST 101 Survey of American History from 1877 to the Present (3)  
HIST 121 Western Civilization from 1689 to the Present (3)  
LAC area 5.a. *Economic and Political Systems (Take one of the following)*  
ECON 101 Understanding the Contemporary Economy (3)  
PSCI 100 United States National Government (3)  
PSCI 105 Fundamentals of Politics (3)]

LAC area 5.b. *Physical and Life Sciences (Take one of the following)*

GEOG 100 World Geography (3)  
GEOG 110 Geography of the United States and Canada (3)  
GEOG 200 Human Geography (3)  
LAC area 6. *Physical and Life Sciences (Take 7 hours)*  
*Select one of the following courses*  
ESCI 265 Earth Science Concepts for Elementary Teachers (3)  
AST 100 General Astronomy (4)  
GEOL 100 General Geology (4)  
MET 205 General Meteorology (4)  
OCN 200 General Oceanography (4)

*Select one of the following courses*  
SCI 265 Physical Science Concepts (4)  
CHEM 111 Principles of Chemistry I (5)  
CHEM 281 Fundamentals of Biochemistry (5)  
PHYS 220 Introductory Physics I (5)  
PHYS 240 General Physics I (5)

LAC area 7  
One International Studies 3-hour class except BA 251

LAC area 8. *Multicultural Studies*

One Multicultural Studies 3-hour class

### **Required Concentration Area Credits — 15 hours**

*Select Area of Concentration from the list below:*

1. Biology
2. Chemistry
3. Civics (Political Science)
4. Creative Drama
5. Earth Science
6. Environmental Studies
7. ESL
8. French
9. Geography
10. German
11. History
12. Language Arts
13. Mathematics
14. Multicultural Studies
15. Music (Music Education Emphasis)
16. Music (Performance Emphasis)
17. Physics
18. Spanish
19. Visual Arts (Arts Integration Emphasis)
20. Visual Arts (Studio Emphasis)

### **Biology Concentration**

#### **Required Major Credits — 15 hours**

BIO 111 Survey of Organismal Biology (4)  
BIO 245 Introduction to Human Anatomy and Physiology (4)  
BIO 360 Ecology (4)

One 300—400 level BIO prefix (3)

**Notes:** Students must take BIO 110 instead of BIO 265 as a LAC Area 6 requirement.

### **Chemistry & Biochemistry Concentration**

#### **Required Major Credits — 15 hours**

CHEM 112 Principles of Chemistry II (5)  
CHEM 331 Organic Chemistry I (5)  
CHEM 360 Environmental Chemistry (2)  
CHEM 422 Directed Studies (1-3)(Lab Assistant)++  
PHYS 475 Seminar in Teaching Physics (2)++

**Notes:** Students must take CHEM 111 instead of SCI 265 as a LAC Area 6 requirement They must also take CHEM 422 and act as an Elementary Laboratory Assistant for SCI 265.

++Non-licensure students may substitute another course for this requirement with approval of their advisor.

### **Civics (Political Science) Concentration**

#### **Required Major Credits — 15 hours**

PSCI 100 United States National Government (3)\*

PSCI 105 Fundamentals of Politics (3)\*

Select three other 300-400 level Political Science courses (6)

If PSCI 100 or PSCI 105 is used to satisfy Liberal Arts Core requirements, an additional 300-400 level Political Science course must be selected.

### **Creative Drama Concentration**

#### **Required Major Credits — 15 hours**

*Required Credits (Minimum 8 hours)*

THEA 130 Introduction to the Theatre (3)\*

THEA 308 Theatre Workshop (1-4): Drama Methods for Elementary Teachers (3), Summer Session preferred

THEA 401 Practicum in Theatre (1-4)

*and/or*

THEA 422 Directed Research in Theatre (1-4)

*Additional courses must be selected from the following list to reach a total of 15 hours.*

THEA 100 Individual Performance in Theatre (2)

THEA 135 Playscript Analysis (3)

THEA 149 Orientation to Technology (3)

THEA 190 Stage Speech I (2)

THEA 241 Seminar in Theatre Arts Management (1-2)

THEA 265 Theatre for Young Audiences Tour (3)

THEA 296 History of Theatre I (3)

THEA 297 History of Theatre II (3)

THEA 308 Theatre Workshop (1-4)

THEA 380 Design fundamentals for Secondary Education (3)(must also take THEA 149)

MT 296 Musical Theatre History (3)

**Note(s):** If THEA 130 is used to satisfy the LAC requirement in Area 3, students should select an additional course from the elective category to total 15 credits. Two to four students will be accepted into the program each year.

Students interested in the program must submit a writing sample to Theatre Education Faculty. After reading writing samples, Theatre Education Faculty members will interview a select group of students and choose final two to four students for the program.

### **Earth Science Concentration**

#### **Required Major Credits — 15 hours**

GEOL 202 Historical Geology (4)

MET 205 General Meteorology (4)

*Select one of the following:*

OCN 301 Physical and Chemical Oceanography (4)

OCN 302 Geological and Biological Oceanography (4)

*Select one of the following:*

AST 301 Classical Astronomy (3)

AST 302 Modern Astronomy (3)

## Environmental Studies Concentration

### Required Major Credits — 15 hours

#### Required Core

ENST 100 Introduction to Environmental Studies (3)  
ENST 405 Senior Seminar (3)\*

#### Social Processes (select one of the following courses, 3 hours)

ENST 205 Environment, Politics and Law (3)  
ENST 215 Human Behavior and Environment (3)  
ENST 335 Environmental and Resource Economics (3)  
ENST 331 Global Population and Human Needs (3)  
GEOG 315 Resource Management (3)

#### Physical Resources (select one of the following courses, 3 hours)

ENST 225 Energy and the Environment (3)  
ENST 235 Chemistry and the Environment (3)  
ENST 255 Atmospheric Environment of Humans (3)  
ENST 265 Conservation of Natural Resources (3)  
ENST 355 Introduction to Environmental Health (3)

#### Sensory Perceptions (select one of the following courses, 3 hours)

ENST 375 Literature and the Environment (3)  
ENST 385 Art and the Environment (3)

**Note(s):**\*If ENST 100 is used to satisfy LAC requirement, an additional 300-400 level ENST course must be selected. Nine of the credits taken for this concentration must be at the 300-400 level.

## ESL Concentration

### Required Major Credits — 15 hours

MAS 275 Education of Mexican American Students (3)  
TESL 301 TESL Practicum I (2)  
TESL 302 TESL Practicum II (1-2)  
TESL 350 Second Language Acquisition (3)  
TESL 400 Methods and Approaches of ESL/EFL (3)

#### Select one of the following:

ENG 318 Traditional and Modern Grammars (3)  
ENG 419 English Linguistics (3)

**Note(s):** Students must complete MACS 100 Introduction to Mexican American Studies to satisfy the LAC Area 8 requirement and as Liberal Arts Core requirement and as a prerequisite to MAS 275.

Students must complete a second language requirement equivalent to ONE year of college level studies.

MAS 275, TESL 350, and TESL 400 must be completed prior to doing the TESL Practicum courses.

Students must student teach in an ESL-based classroom.

Students in this Concentration area expected to complete the ESL Endorsement. They may also apply for all of the above credits toward a K-12 Bilingual Education Endorsement area.

## French Concentration

### Required Major Credits — 15 hours

#### Select one of the following:

FR 116 Contemporary France (3)\*  
FR 117 The French Speaking World (3)

#### Take both of the following:

FR 202 Intermediate French II (3)\*\*  
FR 407 French for Oral Proficiency (3)

#### And two of the following:

FR 301 France and Francophonie I (3)  
FR 302 France and Francophonie II (3)  
FR 311 French Civilization and Literature Survey I (3)  
FR 312 French Civilization and Literature Survey II (3)

**Notes:**All 200-300 level FR courses are conducted in French.

\*Students may not use FR 116 to satisfy the LAC area 7 requirement.

\*\*Students must have completed FR 102 or have demonstrated proficiency. Consent of instructor required.

## Geography Concentration

### Required Major Credits — 15 hours

GEOG 200 Human Geography (3)  
GEOG 232 Physical Geography (4)  
GEOG 411 Geography Concepts and Issues (2)

#### Select two of the following:

Any 300 level regional geography course (3)

#### and

Any 300-level systematic geography course (3)

**Note(s):**Students must take GEOG 100 or GEOG 110 to satisfy the LAC area 5 requirement.

## German Concentration

### Required Major Credits — 15 hours

GER 116 Contemporary Germany (3)\*  
GER 202 Intermediate German II (3)\*\*  
GER 407 German for Oral Proficiency (3)

#### Select two of the following:

GER 301 Germany and the Germans I (3)  
GER 302 Germany and the Germans II (3)  
GER 311 German Civilization and Literature Survey I (3)  
GER 312 German Civilization and Literature Survey II (3)

**Note(s):**All 200-300 level GER courses are conducted in German.

\*Students may not use GER 116 to satisfy the LAC area 7 requirement.

\*\*Students must have completed GER 201 or have demonstrated proficiency. Consent of instructor required.

## History Concentration

### Required Major Credits — 15 hours

#### Select one of the following:

HIST 100 Survey of American History from Its Beginnings to 1877 (3)  
HIST 120 Western Civilization from Ancient Greece to 1689 (3)  
HIST 121 Western Civilization from 1689 to the Present (3)

#### Select two of the following:

Any 300-400 level history course

#### Select one of the following

Any 300-319 level non-western history course

#### Select one of the following:

Any 300-400 level course in Economics, Geography or Political Science

## Language Arts Concentration

### Required Major Credits — 15 hours

#### Reading: Select one of the following courses:

EDRD 410 Achieving Effective Instruction in Developmental Reading (3)  
ENG 204 Literature About Childhood and Adolescence (3)  
ENG 414 Greek and Comparative Mythology (3)

#### Writing: Select one of the following courses:

ENG 303 The Essay (3)  
ENG 319 The Art of Persuasion (3)

#### Language: Select one of the following courses

ENG 318 Traditional and Modern Grammars (3)  
ENG 320 History of the English Language (3)  
ENG 419 English Linguistics (3)

#### Speaking and Listening: Select one of the following courses

COMM 220 Interpersonal Communication (3)  
COMM 221 Nonverbal Communication (3)  
COMM 223 Intercultural Communication (3)  
COMM 330 Small Group Communication (3)

#### Viewing: Select one of the following courses

ENG 318 Traditional and Modern Grammars (3)  
ENG 320 History of the English Language (3)  
ENG 419 English Linguistics (3)

#### Select one of the following:

ART 290 Visual Thinking and Visual Images (3)  
JMC 390 Impact of Mass Communications on Society (3)  
HUM 120 Introduction to Film (3)



**Note(s):\*** Students may not use this course to satisfy the IDLA Core Course requirement in Language Arts.

**\*\*** If Students use this course for LAC Area 3, they must choose an additional course from this category.

### Mathematics Concentration

#### Required Major Credits — 15 hours

Students entering this program are expected to have the equivalent of four years of high school mathematics that will enable them to begin a study of calculus; students without these prerequisites may be required to take additional courses in algebra and trigonometry before beginning the calculus sequence.

MATH 228 Discrete Mathematics (3)  
 MATH 341 Introduction to Modern Geometry I (3)  
 MATH 391 Introduction to Number Theory (3)  
 MATH 395 Topics in Mathematics for Teachers (3)++  
 MED 381 Fundamental Mathematics Education Lab (2)

**Notes:** Students must take MATH 131 instead of MATH 181 to satisfy part of the LAC Area 2 requirement. The other part of the requirement is MATH 182. The total number of hours in this concentration is 14 because the number of hours of LAC requirements in Mathematics is increased from 3 or 4 to 6.

++Non-licensure students may substitute another course for this requirement with approval of their advisor.

### Multicultural Studies

#### Required Major Credits — 15 hours

*Introduction to Cultural Issues in the U.S.*

*Select one of the following:*

MCS 101 Multiculturalism in the United States: Concepts and Issues (3)\*

SOC 237 Sociology of Minorities (3)\*

MATH 391 Introduction to Number Theory (3)

*History Courses*

*Select one of the following:*

AFS 202 African American History II (3)

HIST 329 American Indian History (3)

MAS 225 Latina/Latino History (3)

*Education Courses*

*Select one of the following:*

AFS 310 African Americans and U.S. Education (3)

MAS 275 Education of Mexican American Students (3)

*Issues Courses*

*Select two of the following:*

AFS 340 The Black Family (3)

AFS 422 Directed Studies (1-4)

ANT 314 Anthropology of Sex and Gender Diversity (3)

ANT 317 Contemporary Native American Issues (3)

HISP 395 History and Philosophy of Bilingual Education (3)

MAS 422 Directed Studies (1-3)

WS 240 Women, Race and Class (3)

WS 335 Global and Cross Cultural Perspectives of Women (3)

WS 422 Directed Studies (1-3)

**Note(s):\*** Students may not use these courses to satisfy the LAC Area 8 requirement.

### Music Concentration (Music Education Emphasis)

#### Required Major Credits — 15 hours

MUS 210 Introduction to Music Education (1)

*Select one of the following:*

MUS 104 Foundations of Music Theory (3)

MUS 204 Music Fundamentals and Experiences (3)\*

*Select one of the following:*

MUS 140 Introduction to Music (3)\*

MUS 143 Musical Styles and Context (3)

MUS 241 Perceiving the Arts (3)

MUS 247 Music Cultures of the World (3)

*Elective Credits: Select 8 credits from the following:*

MUS 160 Beginning Class Piano I (1) (consent of instructor)

MUS 161 Beginning Class Piano II (1)

MUS 209 Introduction to MIDI and Music Software (2)

MUS 308 Music Workshop (1-4)

MUS 309 Music for Video (2)

MUS 313 Synthesis and Sampling (2)

MUS 314 Guitar in the Classroom (1)

MUS 318 Music in Early Childhood (2)

MUS 352 Principles of Piano Teaching I (2)

MUS 360 Voice Class (1)

MUS 414 Contemporary Issues in Music Education (2)

MUS 452 Orff Schulwerk and Kodaly Choral Method in American Schools (2)

MUS 481 Women's Glee Club (1) (audition required)

MUS 484 Men's Glee Club (1) (audition required)

MUS 495 Special Topics in Music (1-4)

**Note(s):\*** Students who take these courses to satisfy a LAC requirement must select another course from this category.

### Music Concentration (Performance Emphasis)

#### Required Major Credits — 15 hours

*Select one of the following:*

MUS 104 Foundations of Music Theory (3)

MUS 204 Music Fundamentals and Experiences (3)\*\*

*Select one of the following:*

MUS 140 Introduction to Music (3)\*\*

MUS 143 Musical Styles and Context (3)

MUS 150 History of Rock and Roll (3)\*\*

MUS 241 Perceiving the Arts (3)

MUS 247 Music Cultures of the World (3)\*\*

*Take all of the following:*

MUS 160 Beginning Class Piano I (1) (consent of instructor)

MUS 161 Beginning Class Piano II (1) (consent of instructor)

MUS 314 Guitar in the Classroom (1) (instructor clearance)

MUS 360 Voice Class (1)

*Elective credits: Select 6 credits from the following, including at least 4 credits from 300-400 level courses:*

MUS 209 Introduction to MIDI and Music Software (2)

MUS 309 Music for Video (2)

MUS 313 Synthesis and Sampling (2)

*Performing Ensembles:*

MUS 480 Mixed Concert Choir (1) (audition required)

MUS 481 Women's Glee Club (1) (audition required)

MUS 482 University Singers (1) (audition required)

MUS 484 Men's Glee Club (1) (audition required)

MUS 488 Concert Band (1-3) (audition required)

MUS 490 Symphonic Band (1-3) (audition required)

MUS 491 Wind Ensemble (1-3) (audition required)

MUS 467 University Symphony Orchestra (1-3) (audition required)

MUS 468 Chamber Orchestra (1) (audition required)

Individual Performances in Music (270/470/670 through 277/477/677 — each number is a different specialty).

Lessons are by consent of instructor.

**Note(s):\*** Students declaring this emphasis must be proficient in an instrument or voice.

**\*\*** Students who take these courses to satisfy a LAC requirement must select another course from the category.

### Physics Concentration

#### Required Major Credits — 15 hours

PHYS 221 Introductory Physics II (5)

PHYS 321 Elementary Modern Physics (4)

PHYS 422 Directed Studies (1-3) (Lab Assistant Subtitle. Take one hour)

PHYS 475 Seminar in Teaching Physics (2)++

PHYS 495 Special Topics in Physics (1-3) Take 2

**Notes:** Students must take PHYS 220 instead of SCI 265 as a LAC Area 6 requirement.

The total number of hours in this concentration is 14 because the number of hours of LAC credit in physics is increased from four to five hours.

\*Students must take PHYS 422 and act as an Elementary Laboratory Assistant for SCI 265.

\*\* Non-licensure students may substitute another course for this requirement with approval from their advisor.

## Spanish Concentration

### Required Major Credits — 15 hours

SPAN 301 Spanish Grammar (3)\*  
 SPAN 302 Spanish Composition (3)\*  
 SPAN 303 Spanish Conversation (3)\*  
 SPAN 412 Spanish for Bilingual Education (3)  
 SPAN 455 Literature for Children and Adolescents (3)

**Notes:**All courses with a SPAN prefix are taught in Spanish.

\*SPAN 310 and SPAN 311 may be substituted for SPAN 301, SPAN 302, and SPAN 303.

Visual Arts Concentration (Arts Integration Emphasis)

### Visual Arts Concentration (Arts Integration Emphasis)

#### Required Major Credits — 15 hours

Select one of the following:

ART 183 Art I (3)  
 ART 184 Art II (3)  
 ART 234 Drawing I (3)

Select two of the following:

ART 181 History of Art I (3)\*  
 ART 182 History of Art II (3)\*  
 ART 183 Art I (3)  
 ART 184 Art II (3)

ART 201 Art History III (3)

ART 234 Drawing I (3)

ART 248 Art for the Exceptional Child (2)

ART 290 Visual Thinking and Visual Images (3)

Select two of the following (must total 6 hours)

ART 308 Workshop in Art (1-4)

ART 381 Native Art (3)

ART 383 Pre-Columbian Art (3)

ART 385 Medieval Art (3)

ART 386 Renaissance Art (3)

ART 389 Contemporary Art (3)

ART 440 Foundations of Art Education (3)

ART 441 Cultural Studies in the K-12 Curriculum (2) with ART 422 Directed Studies in Art (1-4)

ART 442 Curriculum and Instruction in Art: Studio Strategies (3)

**Note(s):** If students use ART 181 or ART 182 for LAC Area 3, they must select another course from this category.

### Visual Arts Concentration (Studio Emphasis)

#### Required Major Credits — 15 hours

Select one of the following:

ART 183 Art I (3)

ART 184 Art II (3)

ART 234 Drawing I (3)

To continue with this concentration students must pass a portfolio review with a minimum score of 3 on a 4-point scale. Students who score below 3 may continue with the Arts Integration Emphasis below.

Elective Courses:

Continuing students must select two of the following courses or two from the Arts Integration Emphasis list above:

ART 211 Ceramic Design (3)

ART 212 Wheel Throwing (3)

ART 221 Fiber Design I (3)

ART 223 Weaving (3)

ART 231 Painting I (3)

ART 234 Drawing I (3)

ART 253 Intaglio Printmaking (3)

ART 254 Relief Printmaking I (3)

ART 261 Sculpture I (3)

ART 265 Jewelry (3)

ART 270 Graphic Design I (3)

ART 271 Basic Photography (3)



## INTERDISCIPLINARY STUDIES B.A.

### Student Designed Major

#### Degree Requirements — 120 Credits

The Bachelor of Arts degree in Interdisciplinary Studies enables any undergraduate student to pursue an interdisciplinary theme of study he or she has devised in substitution for the traditional major. Each student works with two faculty advisors who assist in constructing a program of coursework that will meet the student's objectives. This program affords students the opportunity to pursue topics of study tailored to meet their individual interests and needs.

Graduates will benefit by pursuing a major that develops awareness of the interrelatedness and wholeness of knowledge. This program enables students to integrate knowledge focusing on both contemporary and lasting human issues and problems. Students will develop both theoretical and practical approaches to topics. This major will provide the groundwork for students who aspire to useful careers in such important fields as urban affairs, business relations, environmental protection, human development and international relations.

#### Required Major Credits — 3 hours

XXXX 422 Directed Studies (3) (Must be a Thesis or Final Project)

(Must have regular prefix of appropriate area of study — with the departmental prefix of the primary advisor as supervising faculty).

#### Elective Major Credits — 57 hours

Complete an approved, coherent multi- or interdisciplinary program of electives.

#### Elective LAC Credits — 40 hours

#### Elective University-Wide Credits — 20 hours

**Notes:**Students desiring to enter the program must have their interdisciplinary studies proposal approved by the Interdisciplinary Studies Committee no later than the first semester of their junior year.

At least 50 percent of the courses taken to complete the major must be upper division courses, 300-400 level.

Interdisciplinary studies proposals must include at least three courses from a minimum of two disciplines to be considered acceptable proposals.

Students in this program must maintain a grade point average of 2.6 or above.



## JOURNALISM B.A. (Select from three emphases)

### Degree Requirements — 120 Credits

See "Journalism B.A." on page 16.

### Required Major Core Credits — 12 hours

JMC 100 Introduction to Journalism and Mass Communications (3)

JMC 210 Newswriting (3)

JMC 390 Impact of Mass Communications on Society (3)

JMC 497 Mass Communications Law (3)

### Required Minor Credits — 18 hours

### Elective LAC Credits — 40 hours

**Note(s):** Students majoring in Journalism are not permitted to apply more than 36 hours with a JMC prefix toward meeting the required of 120 semester hours for graduation.

Students taking more than 36 hours in Journalism will need 84 hours outside of Journalism in order to graduate, making the total number of hours needed for graduation in excess of 120. Journalism majors are also required to take 65 hours of the total 120 needed for graduation in liberal arts courses outside the Journalism program.

To graduate with a B.A. in Journalism, all students must receive a "C" or higher in all courses in the major.

Journalism majors may not take the Media Studies minor. Students cannot declare a minor until they have been admitted to the major.

Journalism majors must complete courses for only one Journalism emphasis, and changing from one emphasis to another after admission to the major may be prohibited by the program.

### News-Editorial Emphasis

#### Required Emphasis Credits — 9 hours

JMC 397 History of Mass Communications (3)

JMC 350 News Editing and Layout (3)

JMC 410 Advanced News and Feature Writing (3)

#### Elective Emphasis Credits — 9 hours

*Group A — News-Editorial Elective Credits*

Select one of the following courses: (3 hours)

JMC 312 Reporting Contemporary Issues (3)

JMC 340 Broadcast Newswriting (3)

JMC 380 Public Relations (3)

JMC 460 Media Management (3)

JMC 492 Mass Communications Internship (1-3)

(Internship strongly recommended)

ART 271 Basic Photography (3)

*Group B — Journalism and Mass Communications Elective Credits*

Take six additional hours in courses with a JMC prefix (6)

#### Elective University-Wide Credits — 32 hours

### Public Relations and Advertising Media Emphasis

#### Required Emphasis Credits — 15 hours

JMC 345 Broadcast Advertising and Promotion (3)

JMC 350 News Editing and Layout (3)

JMC 380 Public Relations (3)

JMC 385 Media Planning and Research (3)

JMC 481 Public Relations Techniques (3)

#### Elective Emphasis Credits — 3 hours

Take additional hours in courses with JMC prefixes. (Internship strongly recommended)

#### Elective University-Wide Credits — 32 hours

The following courses are recommended:

BAMK 360 Marketing (3)

BAMK 365 Advertising and Promotion (3)

BAMK 461 Advertising Campaigns (3)

BAMK 470 Direct Marketing (3)

ECON 205 Principles of Microeconomics (3)

COMM 100 Basics of Public Speaking (1)

COMM 103 Speaking Evaluation (2)

COMM 212 Professional Speaking (3)

COMM 330 Small Group Communication (3)

COMM 331 Organizational Communication (3)

COMM 343 Persuasion (3)

### Telecommunications Emphasis

#### Required Emphasis Credits — 11 hours

JMC 342 Television Production (4)

JMC 443 Electronic Field Production (4)

Select one of the following two courses:

JMC 241 Radio Production and Broadcast Announcing (3)

JMC 340 Broadcast Newswriting (3)

#### Elective Emphasis Credits — 6-7 hours

Take additional hours in courses with JMC prefixes. (Internship strongly recommended)

#### Elective University-Wide Credits — 32-33 hours





## MATHEMATICS B.S.

(Select from three emphases)

### Degree Requirements — 120 Credits

See “Mathematics B.S.” on page 40.

### Required Major Core Credits — 17 hours

CG 120 Computer Programming (3)  
 MATH 221 Elementary Linear Algebra (3)  
 MATH 228 Discrete Mathematics (3)  
 MATH 233 Calculus III (4)  
 MATH 350 Elementary Probability Theory (4)

### Required Specified LAC Credits — 8 hours

LAC area 2. Mathematics

MATH 131 Calculus I (4)  
 MATH 132 Calculus II (4)

### Elective LAC Credits — 32 hours

Note(s): To graduate with a B. S. in Mathematics all students must have an overall GPA of 2.0 or higher in all courses in the major (i.e. all core credits and all emphasis credits).

## Applied Mathematical Sciences Emphasis

### Required Emphasis Credits — 9 hours

CS 102 Structured Programming (3)  
 MATH 335 Differential Equations I (3)  
 MATH 495 Topics in Mathematics (1-3)

### Required Concentration Credits — 15 hours

Select from one of the following concentrations:

#### Applied Computer Science Concentration — 9 hours (and 6 additional elective credits)

CS 200 Object-Oriented Analysis, Design, and Programming (3)  
 CS 301 Algorithms and Data Structures (3)

Select one from the following:

MATH 375 Elementary Numerical Analysis (3)  
 Any CS course at the 300-level or higher (3)

#### Applied Mathematics Concentration — 12 hours (and 3 additional elective credits)

CS 200 Object-Oriented Analysis, Design, and Programming (3)

MATH 437 Mathematical Modeling (3)

Select one from the following:

MATH 351 Elementary Statistics Theory (3)  
 STAT 406 Multiple Linear Regression (3)

Select one from the following:

MATH 336 Differential Equations II (3)  
 MATH 375 Elementary Numerical Analysis (3)

#### Applied Statistics Concentration — 9 hours (and 6 additional elective credits)

MATH 351 Elementary Statistics Theory (3)  
 STAT 406 Multiple Linear Regression (3)  
 STAT 409 Sampling Techniques (3)

Select one from the following:

### Elective Concentration Credits — 3-6 hours

(to total 15 in the Concentration)

Select from the following:

MATH 321 Introduction to Abstract Algebra I (3)  
 MATH 322 Introduction to Abstract Algebra II (3)  
 MATH 336 Differential Equations II (3)  
 MATH 341 Introduction to Modern Geometry I (3)  
 MATH 342 Introduction to Modern Geometry II (3)  
 MATH 375 Elementary Numerical Analysis (3)  
 MATH 391 Introduction to Number Theory (3)  
 MATH 431 Basic Analysis I (4)  
 MATH 432 Basic Analysis II (4)  
 MATH 460 Introduction to Complex Analysis (3)  
 Any CS course at the 300-level or higher (3)  
 Any STAT course at the 300-level or higher (3)  
 Any course listed in the required concentration courses

### Elective University-Wide Credits — 39 hours

## Liberal Arts Emphasis

### Required Emphasis Credits — 26 hours

CS 102 Structured Programming (3)  
 MATH 321 Introduction to Abstract Algebra I (3)  
 MATH 322 Introduction to Abstract Algebra II (3)  
 MATH 335 Differential Equations I (3)  
 MATH 431 Basic Analysis I (4)  
 MATH 432 Basic Analysis II (4)  
 MATH 460 Introduction to Complex Analysis (3)  
 MATH 495 Topics in Mathematics (1-3)

### Elective University-Wide Credits — 37 hours

## Secondary Teaching Emphasis

### Required Emphasis Credits — 18 hours

MATH 321 Introduction to Abstract Algebra I (3)  
 MATH 322 Introduction to Abstract Algebra II (3)  
 MATH 341 Introduction to Modern Geometry I (3)  
 MATH 342 Introduction to Modern Geometry II (3)  
 MATH 437 Mathematical Modeling (3)  
 MATH 464 Introduction to History of Mathematics (3)

See “Secondary PTEP” on page 134. and

See “Mathematics B.S. — PTEP” on page 136.

### Elective University-Wide Credits — 5 hours

### Required PTEP Credits — 40 hours



## MEXICAN AMERICAN STUDIES B.A. Liberal Arts Emphasis

### Degree Requirements — 120 Credits

See “Mexican American Studies B.A.” on page 19.

### Required Major Credits — 13 hours

MAS 301 Mexican American Politics and Leadership (3)  
MAS 450 Research Internship in Mexican American Studies (4)

HIST 225 *or* MAS 225 Latina/Latino History (3)  
ENG 346 *or* MAS 346 Chicana/o Theory (3)

### Elective Major Credits — 6 hours

Select from the following

MAS 275 Education of Mexican American Students (3)  
MAS 280 Topics in Chicana/Chicano Art and Culture (3)  
MAS 395 Topics in Gender Issues (3)  
ENG 337 *or* MAS 337 Chicana/o Literature and Theory (3)

### Required Supporting Credits — 12 hours

Select from the following:

ENG 236 Ethnic American Literature (3)  
HISP 395 History and Philosophy of Bilingual Education (3)  
HIST 118 History of Mexico (3)  
PSY 467 Psychology of Prejudice (3)  
SOC 237 Sociology of Minorities (3)

### Required Specified LAC Credits — 6 hours

LAC area 3.b. *Literature and Humanities (select one)*  
MAS 110 Contemporary Chicano Literature (3)  
ENG 236 Ethnic American Literature (3)

LAC area 5.a. *Economic and Political Systems*

MAS 100 Introduction to Mexican American Studies (3)

### Elective LAC Credits — 34 hours

### Elective University-Wide Credits — 49 hours

Note(s): At least 50 percent of the courses taken to complete the major must be upper division courses, 300-400 level.



## MEXICAN AMERICAN STUDIES B.A. Secondary Teaching Emphasis: Social Science Endorsement

### Degree Requirements — 121 Credits

### Required Major Credits — 21 hours

MAS 100 Introduction to Mexican American Studies (3) (LAC 5.a.; LAC 8)

MAS 301 Mexican American Politics and Leadership (3)  
MAS 450 Research Internship in Mexican American Studies (4)

HISP 395 History and Philosophy of Bilingual Education (3)  
HIST 225 *or* MAS 225 Latina/Latino History (3)  
MAS 275 Education of Mexican American Students (3)  
MAS 395 Topics in Gender Issues (3)

and select one of the following courses:

ENG 236 Ethnic American Literature (3) (LAC 3.b.)  
ENG 337 *or* MAS 337 Chicana/o Literature and Theory (3)  
ENG 346 *or* MAS 346 Chicana/o Theory (3)  
HIST 118 History of Mexico (3) (LAC 4)

### Elective Major Credits — 15 hours

MAS 280 Topics in Chicana/Chicano Art and Culture (3)  
ECON 362 Economic History of the United States (3)  
HIST 338 Advanced Overview of American History (3)

*or*

HIST 396 World History (3)  
PSY 467 Psychology of Prejudice (3)  
SOC 237 Sociology of Minorities (3) (LAC 5.c.)

### Required Supporting Credits — 10 hours

#### Social Sciences

ECON 203 Principles of Macroeconomics (3) (LAC 5.a.)  
GEOG 410 Teaching Geography in Secondary Curriculum (1)

*or*

HIST 400 Teaching History in the Secondary Curriculum (1)

HIST 101 Survey of American History from 1877 to the Present (3) (LAC 4)

MCS 101 Multiculturalism in the United States: Concepts and Issues (3) (LAC 4; LAC 8)

*or*

HISP 102 Hispanic Cultures in the United States (3) (LAC 5.c.)

### Required Specified GenEd Credits — 18 hours

ECON 205 Principles of Microeconomics (3) (LAC 5.a.)

GEOG 100 World Geography (3) (LAC 5.b.)

HIST 101 Survey of American History from 1877 to the Present (3) (LAC 4)

HIST 100 Survey of American History from Its Beginnings to 1877 (3) (LAC 4)

HIST 120 Western Civilization from Ancient Greece to 1689 (3) (LAC 4)

*or*

HIST 121 Western Civilization from 1689 to the Present (3) (LAC 4)

PSCI 100 United States National Government (3) (LAC 5.a.)

SOC 100 Principles of Sociology (3) (LAC 5.c.)

### Elective GenEd Credits — 21-24 hours

### Required PTEP Credits — 38-41 hours

See “Secondary PTEP” on page 134.

Note(s): All majors must obtain a grade of “C” or better (C- is not acceptable) in all MAS courses taken at UNC. Majors receiving a grade of “D” or lower in any course for the major must retake the course - or an equivalent approved by the academic advisor - and receive a grade of “C” or better (C- is not acceptable) to have the course counted toward the major.

All MAS courses numbered 300 or higher include a research and writing component. Only 6 hours of MAS or HISP prefixes may be counted toward GenEd. Students are strongly encouraged to acquire secondary language proficiency. Students must earn a grade of “C” or better (C- is not acceptable) in all courses.

A minimum of 27 semester hours of the total 31 hours required in concentrations must be at the 300-400 level.

To be recommended for admission to PTEP students must complete a minimum of 12 semester hours in the major (at least 9 hours at UNC) with a 2.75 grade point average or higher in those courses taken at UNC and counting toward the major. Mexican American Studies majors must successfully complete at least 27 hours in the major with a 2.75 grade point average or above in courses taken at UNC prior to applying for student teaching and complete SOSC 341 with a grade of “C” or better (C- is not acceptable).



## MUSIC B.A. Liberal Arts Emphasis

### Degree Requirements — 120 Credits

See “Music B.A.” on page 48.

#### Required Major Credits — 45 hours

MUS 100 Recitals, Concerts and Productions (0)  
 MUS 113 Music Theory I (2)  
 MUS 114 Aural Skills and Sight Singing I (2)  
 MUS 115 Music Theory II (2)  
 MUS 116 Aural Skills and Sight Singing II (2)  
 MUS 143 Musical Styles and Context (3)  
 MUS 213 Music Theory III (2)  
 MUS 214 Aural Skills and Sight Singing III (1)  
 MUS 215 Music Theory IV (2)  
 MUS 216 Aural Skills and Sight Singing IV (1)  
 MUS 301 18th Century Counterpoint (2)  
 MUS 302 Form and Analysis (2)  
 Individual Performance (16)  
 Major Musical Organization (8)

#### Elective Major Credits — 7 hours

#### Required Supporting Credits (Foreign Language) — 10 hours

#### Required Minor Credits (Outside Music) — 18 hours

#### Required Specified LAC Credits — 6 hours

*LAC area 3.a. Arts*

MUS 243 History of Music I (3)

*LAC electives*

MUS 244 History of Music II (3)

#### Elective LAC Credits — 34 hours

**Note(s):** Two foreign language courses may count toward Liberal Arts Core requirements and electives in the content area; minor courses may fulfill LAC requirements.

MUS 100 Recitals, Concerts and Productions must be taken each semester in residence.

Students must take Individual Performance and Major Musical Organizations during each semester in residence. See “Major Musical Organizations” on page 48.



## MUSIC B.M. (Select from five emphases)

### Degree Requirements — 120 Credits

See “Music B.M.” on page 48.

#### Required Major Core Credits — 21 hours

MUS 100 Recitals, Concerts and Productions (0)  
 MUS 113 Music Theory I (2)  
 MUS 114 Aural Skills and Sight Singing I (2)  
 MUS 115 Music Theory II (2)  
 MUS 116 Aural Skills and Sight Singing II (2)  
 MUS 143 Musical Styles and Context (3)  
 MUS 213 Music Theory III (2)  
 MUS 214 Aural Skills and Sight Singing III (1)  
 MUS 215 Music Theory IV (2)  
 MUS 216 Aural Skills and Sight Singing IV (1)  
 MUS 301 18th Century Counterpoint (2)  
 MUS 302 Form and Analysis (2)

#### Required Specified LAC Credits — 6 hours

*LAC area 3.a. Arts*

MUS 243 History of Music I (3)

*LAC Electives*

MUS 244 History of Music II (3)

#### Elective LAC Credits — 34 hours

**Note(s):** MUS 100 Recitals, Concerts and Productions must be taken each semester in residence. See “Major Musical Organizations” on page 48.

A half Junior Recital and full Senior Recital are required for all emphases.

## Instrumental Performance Emphasis

### Emphasis Requirements — 120 hours

#### Required Emphasis Credits — 46 hours

MUS 303 Instrumentation (2)  
 MUS 307 History of Instruments and Instrumental Practice (3)  
 MUS 319 Instrumental Techniques and Conducting (1)  
 MUS 403 Acoustics of Music (2)\*  
 MUS 426 Orchestral Excerpts (1) Take 2 hours  
 Major Musical Organization (Minimum) (8)  
 Individual Performance (Minimum) (28)

#### Elective Emphasis Credits — 13 hours

A minimum of two credits must be in the major area.

String Majors will take either Small Ensembles or Chamber Orchestra in lieu of electives in consultation with an advisor.

Woodwind Majors will take 4 hours of Small Ensemble and 4 hours of electives in consultation with an advisor.

*Select four credits (in consultation with advisor)\*\*:*

MUS 160 Beginning Class Piano I (1)  
 MUS 161 Beginning Class Piano II (1)  
 MUS 260 Intermediate Class Piano I (1)  
 MUS 261 Intermediate Class Piano II (1)  
 MUS 271 Individual Performance in Piano (2-4)  
 MUS 471 Individual Performance in Piano (2-4)

**Note(s):** Students must take Individual Performance and Major Musical Organizations during each semester in residence. See “Major Musical Organizations” on page 48.

\*In lieu of MUS 403, a String student may substitute a music elective in consultation with their advisor.

\*\*Each student must demonstrate proficiency in functional piano. Each entering student must schedule a conference/audition with the piano faculty to determine proficiency level and recommendations for further study, if any. String and Woodwind students must pass a formal piano proficiency exam. Brass and Percussion majors select four credits (in consultation with advisor):



## Composition Emphasis

### Emphasis Requirements — 120 Credits

#### Required Emphasis Credits — 40 hours

MUS 277 Individual Instruction in Composition (8)  
 MUS 477 Individual Instruction in Composition (8)  
 MUS 303 Instrumentation (2)  
 MUS 319 Instrumental Techniques and Conducting (1)  
 MUS 323 Choral Techniques and Conducting (2)  
 MUS 403 Acoustics of Music (2)  
 MUS 422 Directed Studies in Music (3) (Form and Analysis)  
 MUS 422 Directed Studies in Music (3) (Electronic Music)  
 MUS 422 Directed Studies in Music (3) (Pedagogy of Theory)  
 Major Musical Organization (8)

#### Elective Emphasis Credits — 19 hours (Select courses in consultation with advisor.)

Select elective credits (11)

Select 8 credits from the following courses:

MUS 160 Beginning Class Piano I (1)  
 MUS 161 Beginning Class Piano II (1)  
 MUS 260 Intermediate Class Piano I (1)  
 MUS 261 Intermediate Class Piano II (1)  
 MUS 271 Individual Performance in Piano (2-4)  
 MUS 471 Individual Performance in Piano (2-4)

**Note(s):** Students must take Individual Performance and Major Musical Organizations during each semester in residence. See “Major Musical Organizations” on page 48.

Six semesters of piano are required. Levels are to be determined by advisement.

## Jazz Studies Instrumental Emphasis

### Degree Requirements 120 Credits

#### Required Major Credits — 21 hours

MUS 100 Recitals, Concerts and Productions (0)  
 MUS 113 Music Theory I (2)  
 MUS 114 Aural Skills and Sight Singing I (2)  
 MUS 115 Music Theory II (2)  
 MUS 116 Aural Skills and Sight Singing II (2)  
 MUS 143 Musical Styles and Context (3)  
 MUS 213 Music Theory III (2)  
 MUS 214 Aural Skills and Sight Singing III (1)  
 MUS 215 Music Theory IV (2)  
 MUS 216 Aural Skills and Sight Singing IV (1)  
 MUS 301 18th Century Counterpoint (2)  
 MUS 303 Instrumentation (2)

#### Required Emphasis Credits — 51-52 hours

MUS 218 Jazz Theory (2)  
 MUS 223 Jazz Improvisation I (2)  
 MUS 236 Individual Performance in Jazz (2-4) Take 8 hours  
 MUS 328 Jazz Improvisation II (2)  
 MUS 342 Jazz Rhythm Section Workshop (1)(required only for pianists, guitarists, bassists, and drummers)  
 MUS 344 History of Jazz (3)  
 MUS 346 Arranging (2)  
 MUS 347 Advanced Arranging (2)  
 MUS 436 Individual Performance in Jazz (2-4) Take 8 hours  
 MUS 460 Survey of the Music Business (2)  
 Major Musical Organization (4)  
 Individual Performance (8) Take 8 hours at the 200 Level

(Students will select from the following areas: Piano, Strings, Woodwinds, Brass, Percussion or Guitar)

Instrumentalists will participate in the following courses (8 hours):

MUS 221 Small Jazz Ensembles (1) Take 2 times  
 MUS 421 Small Jazz Ensembles (1) Take 2 times  
 MUS 225 Jazz Ensemble (1) Take 2 times  
 MUS 425 Jazz Ensemble (1) Take 2 times

#### Required Specified LAC Credits — 6 hours

MUS 243 History of Music I (3)  
 MUS 244 History of Music II (3)

#### Elective LAC Credits — 34 hours

#### University-Wide Elective Credits — 7-8 hours

**Note(s):** Students must take Individual Performance in Jazz each semester in residence and Individual Performance each of the first four semesters in residence. Students will continue

to enroll in Individual Performance (200-level) each semester until proficiency sufficient to enter 400-level Individual Performance courses is demonstrated.

Students must participate in Jazz Ensembles each semester in residence and Major Musical Organizations a minimum of four semesters in residence.

All students must demonstrate keyboard skills equivalent to the successful completion of MUS 161 and MUS 262.

The junior recital must demonstrate performance skills in jazz. The senior recital must demonstrate performance and compositional skills in jazz and may not be performed until the successful completion of three semesters of MUS 436.

See “Major Musical Organizations” on page 48.

## Piano Emphasis

### Emphasis Requirements — 120 Credits

#### Required Emphasis Credits — 52 hours

MUS 323 Choral Techniques and Conducting (2)  
 MUS 348 Accompanying and Coaching I (2)  
 MUS 349 Accompanying and Coaching II (2)  
 MUS 352 Principles of Piano Teaching I (2)  
 MUS 353 Principles of Piano Teaching II (2)  
 MUS 403 Acoustics of Music (2)  
 MUS 454 Pedagogical Approaches to Keyboard Literature (2)  
 Take two times  
 Individual Performance in Piano (28)  
 Major Musical Organization (8)

#### Elective Emphasis Credits — 7 hours

**Note(s):** Students must take Individual Performance and Major Musical Organizations during each semester in residence. See “Major Musical Organizations” on page 48.

## Vocal Performance Emphasis

### Emphasis Requirements — 120 Credits

#### Required Emphasis Credits — 44 hours

MUS 323 Choral Techniques and Conducting (2)  
 MUS 410 Vocal Pedagogy (2)  
 MUS 444 English Diction (1)  
 MUS 445 German Diction (1)  
 MUS 446 French Diction (1)  
 MUS 447 Italian Diction (1)  
 Major Musical Organization (8)  
 Individual Performance in Voice (28)

#### Elective Emphasis Credits — 5 hours (Selected in consultation with advisor)

Select five credits (Placement is by audition):

MUS 285 Performance in Opera Theatre (1-3)  
 MUS 485 Performance in Opera Theatre (1-12)  
 MUS 286 Scene Studies in Opera (1-3)  
 MUS 329 Stage Techniques for Singers (2)  
 MUS 334 Acting for Singers (2)  
 MUS 486 Scene Studies in Opera (1-3)

#### Required Foreign Language Credits — 10 hours

Two foreign language courses may count toward LAC requirements and electives in the content area.

**Note(s):** Students must take Individual Performance and Major Musical Organizations during each semester in residence. See “Major Musical Organizations” on page 48.

Placement in MUS 285/MUS 485 or MUS 286/MUS 486 is by audition and advisement. Four semesters are required.

Each student must demonstrate proficiency in functional piano. Each entering student must schedule a conference/audition with the piano faculty to determine proficiency level and recommendations for further study, if any. Students must pass a formal piano proficiency exam.



## MUSIC EDUCATION B.M.E. Instrumental Music K-12 Teaching Emphasis

### Degree Requirements — 126 Credits

See “Music Education B.M.E.” on page 49.

### Required Major Credits — 44 hours

MUS 100 Recitals, Concerts and Productions (0)  
 MUS 113 Music Theory I (2)  
 MUS 114 Aural Skills and Sight Singing I (2)  
 MUS 115 Music Theory II (2)  
 MUS 116 Aural Skills and Sight Singing II (2)  
 MUS 213 Music Theory III (2)  
 MUS 214 Aural Skills and Sight Singing III (1)  
 MUS 215 Music Theory IV (2)  
 MUS 216 Aural Skills and Sight Singing IV (1)  
 MUS 319 Instrumental Techniques and Conducting (1)  
 MUS 320 Wind Literature, Pedagogy and Conducting (2)  
 MUS 330 String Techniques (1)  
 MUS 360 Voice Class (1)  
 MUS 361 Single Reed and Flute Class (1)  
 MUS 362 Double Reed Class (1)  
 MUS 364 Brass and Percussion Class (2)  
 Individual Performance (14)  
 Major Musical Organization (7)

### Elective Major Credits — 2 hours

Select two credits from the following (*Wind and Percussion Majors*):

MUS 292 Marching Band (1)  
 MUS 492 Marching Band (1)

### Required Specified LAC Credits — 9 hours

*LAC area 3.a. Arts*

MUS 143 Musical Styles and Context (3)  
 MUS 243 History of Music I (3)

*LAC Electives*

MUS 244 History of Music II (3)

### Elective LAC Credits — 31 hours

### Required PTEP Credits — 40 hours

See “K-12 PTEP” on page 137. and

See “Art & Design, B.A. — PTEP” on page 137.

Complete the following *PTEP Methods Courses (14 hours)*:

MUS 210 Introduction to Music Education (1)  
 MUS 310 Teaching General Music in Elementary Schools (2)  
 MUS 312 Teaching Instrumental Music in Elementary Schools (2)  
 MUS 317 Teaching Instrumental Music in Secondary Schools (2)  
 MUS 325 Choral Methods and Literature for Elementary and Secondary Schools (1)  
 MUS 331 String Pedagogy and Literature for the Instrumental Music Teacher (2)  
 MUS 356 Marching Band Techniques (1)  
 MUS 414 Contemporary Issues in Music Education (2)  
 MUS 450 Seminar in Student Teaching for Music Educators (1)

**Note(s):** Students with education emphasis should enroll for a half-hour lesson each week for two hours credit.

A half Senior Recital is required.

See “Major Musical Organizations” on page 48.



## MUSIC EDUCATION B.M.E. Vocal, Piano and General Music K-12 Teaching Emphasis

### Degree Requirements — 122-126 Credits

See “Music Education B.M.E.” on page 49.

### Required Major Credits — 43 hours

MUS 100 Recitals, Concerts and Productions (0)  
 MUS 113 Music Theory I (2)  
 MUS 114 Aural Skills and Sight Singing I (2)  
 MUS 115 Music Theory II (2)  
 MUS 116 Aural Skills and Sight Singing II (2)  
 MUS 213 Music Theory III (2)  
 MUS 214 Aural Skills and Sight Singing III (1)  
 MUS 215 Music Theory IV (2)  
 MUS 216 Aural Skills and Sight Singing IV (1)  
 MUS 314 Guitar in the Classroom (1)  
 MUS 323 Choral Techniques and Conducting (2)  
 MUS 330 String Techniques (1)  
 MUS 361 Single Reed and Flute Class (1)  
 MUS 367 Materials and Techniques for Brass and Percussion (1)  
 MUS 410 Vocal Pedagogy (2)  
 Individual Performance (14)  
 Major Musical Organization (7) (*See “Major Musical Organizations” on page 48.*)

### Elective Major Credits — 4 hours

*Piano majors select four credits from the following courses:*

MUS 270 Individual Performance in Voice (2-4)  
 MUS 470 Individual Performance in Voice (2-4)

### Required Specified LAC Credits — 9 hours

*LAC area 3.a. Arts*

MUS 143 Musical Styles and Context (3)  
 MUS 243 History of Music I (3)

*LAC Electives*

MUS 244 History of Music II (3)

### Elective LAC Credits — 31 hours

### Required PTEP Credits — 39 hours

See “K-12 PTEP” on page 137. and

See “Art & Design, B.A. — PTEP” on page 137.

Complete the following *PTEP Methods Courses (13 hours)*:

MUS 210 Introduction to Music Education (1)  
 MUS 310 Teaching General Music in Elementary Schools (2)  
 MUS 311 Teaching General Music in Secondary Schools (2)  
 MUS 312 Teaching Instrumental Music in Elementary Schools (2)  
 MUS 324 Choral Conducting and Pedagogy for Elementary and Secondary Schools (2)  
 MUS 325 Choral Methods and Literature for Elementary and Secondary Schools (1)  
 MUS 414 Contemporary Issues in Music Education (2)  
 MUS 450 Seminar in Student Teaching for Music Educators (1)

**Note(s):** Students with education emphasis should enroll for a half-hour lesson each week for two hours credit.

A half Senior Recital is required.

## **PVA** MUSICAL THEATRE B.A.

### Degree Requirements — 120 Credits

See "Musical Theatre B.A." on page 50.

### Required Major Credits — 73 hours

DNCE 166 Ballet I (2)  
 DNCE 170 Jazz Dance I (2)  
 DNCE 174 Dance Conditioning (2)  
 DNCE 175 Tap Dance I (2)  
 DNCE 180 Ballet II (3)  
 DNCE 181 Jazz Dance II (3)  
 DNCE 183 Tap Dance II (2)  
 DNCE 308 Workshop in Dance (1-2) (Take 1 hour)  
 MT 101 Musical Theatre Sight Singing and Ear Training (2)  
 MT 160 Class Piano for Musical Theatre (2)  
 MT 161 Introduction to Musical Theatre Performance (1)  
 MT 250 Voice Class for Musical Theatre I (1)  
 MT 251 Voice Class for Musical Theatre II (1)  
 MT 260 Acting in Musical Theatre (3)  
 MT 285 Performance in Musical Theatre (1-3) (Take 1 hour)  
 MT 342 Workshop in Directing Musical Theatre (3)  
 MT 350 Advanced Musical Theatre Voice Class I (1)  
 MT 351 Advanced Musical Theatre Voice Class II (1)  
 MT 360 Scene Study in Musical Theatre (3)  
 MT 369 Individual Performance in Musical Theatre Voice (2) (Take 4 hours)  
 MT 370 Musical Theatre Dance (2)  
 MT 390 Advanced Musical Theatre Scene Study (2)  
 MT 407 Individual Coaching in Musical Theatre Repertory (2)  
 MT 465 Musical Theatre Workshop (3)  
 MT 470 Senior Project in Musical Theatre (3)  
 THEA 100 Individual Performance in Theatre (2) (crew work)  
 THEA 135 Playscript Analysis (3)  
 THEA 159 Acting Theories and Practice (3)  
 THEA 160 Beginning Acting (3)  
 THEA 193 Stage Speech and Dialects (3)  
 THEA 240 Beginning Stage Directing (3)  
 THEA 260 Scene Study (3)  
 Major Vocal Ensemble (1 semester hour)\*

### Elective Major Credits — 7 hours (with advisor approval)

DNCE 167 Ballroom Dance I (2)  
 DNCE 171 Modern Dance I (2)  
 DNCE 182 Modern Dance II (3)  
 DNCE 296 Choreography and Improvisation I (3)  
 DNCE 354 Dance Performance I (3)  
 DNCE 454 Dance History and Philosophy (2)  
 MT 285 Performance in Musical Theatre (2)  
 MT 369 Individual Performance in Musical Theatre Voice (2)  
 MT 407 Individual Coaching in Musical Theatre Repertory (2) (Repeatable up to 8 hours)  
 MT 485 Performance in Musical Theatre (2)  
 MUS 260 Intermediate Class Piano I (1)  
 MUS 286 Scene Studies in Opera (1-3)  
 MUS 486 Scene Studies in Opera (1-3)  
 MUS 285 Performance in Opera Theatre (1-3)  
 MUS 485 Performance in Opera Theatre (1-12)  
 THEA 110 Performance in a Theatrical Production (2)  
 THEA 149 Orientation to Technology (3)  
 THEA 250 Stage Make Up I (3)  
 THEA 276 Stage Movement II (2)  
 THEA 360 Advanced Acting Styles I (3)  
 THEA 361 Advanced Acting Styles II (3)  
 THEA 464 Audition Techniques (3)  
 Major Vocal Ensemble (2 semester hours)\*

### Required Specified LAC Credits — 3 hours

LAC area 3. Arts and Humanities

MT 296 Musical Theatre History (3)

### Elective LAC Credits — 37 hours

**Note(s):** Any student receiving a grade of "D+" or lower in a course required in the major must retake the course until a grade of "C-" or higher is achieved.

\* Mixed Concert Choir, Women's Glee Club, Men's Glee Club are major ensembles.

Recommended Liberal Arts Core Credits: FND 250 Principles of Nutrition (3).

## **NHS** NURSING B.S.

### Degree Requirements — 126 Credits

See "Nursing B.S." on page 41.

### Required Major Credits — 69 hours (Non-RN students)

NURS 310 Foundations of Professional Practice I (2-3) Take 3 hours  
 NURS 312 Health Assessment (3)  
 NURS 314 Health Assessment Practicum (1)  
 NURS 321 Clinical Implications of Laboratory Data (2)  
 NURS 324 Therapeutic Interventions (4)  
 NURS 335 Foundations of Professional Practice II (3)  
 NURS 374 Episodic Alterations in Adult Health Practicum (6)  
 NURS 375 Episodic Alterations in Adult Health Theory I (4)  
 NURS 376 Episodic Alterations in Adult Health Theory II (3)  
 NURS 404 Community and Public Health Nursing Practicum (3)  
 NURS 405 Community and Public Health Nursing (3)  
 NURS 410 Foundations of Professional Practice III (3)  
 NURS 414 Psychiatric Mental Health Nursing Practicum (3)  
 NURS 415 Psychiatric Mental Health Nursing (3)  
 NURS 424 Maternal, Newborn & Pediatric Practicum (6)  
 NURS 425 Childbearing Families Theory (3)  
 NURS 426 Pediatric Nursing Theory (3)  
 NURS 435 Foundations of Professional Practice IV (3)  
 NURS 465 Professional Roles with Individuals, Families and Communities (10)

### Required for RN's seeking a B.S. (30 hours)

NURS 310 Foundations of Professional Practice I (2-3)  
 NURS 328 Health Assessment (for RNs only) (4)  
 NURS 335 Foundations of Professional Practice II (3)  
 NURS 410 Foundations of Professional Practice III (3)  
 NURS 435 Foundations of Professional Practice IV (3)  
 NURS 453 Community Health Nursing for RNs (4)  
 NURS 454 Community Health Nursing Practicum for RNs (4)  
 NURS 464 Professional Roles for RNs (5)  
 Nursing Elective (1 hour minimum)

**Note(s):** The RN student is awarded 38 hours of upper division nursing course work per the Colorado Articulation Agreement upon completion of one semester of nursing course work at UNC. Total credits required for RN's (120)

### Required Supporting Credits — 17 hours

BIO 245 Introduction to Human Anatomy and Physiology (4)  
 BIO 246 Advanced Human Anatomy and Physiology (3)  
 FND 357 Nutrition in Health and Illness (4)  
 NURS 326 Pathophysiology (3)  
 NURS 327 Pharmacology in Nursing Practice (3)

### Required Specified LAC Credits — 18 hours

LAC area 1b. Intermediate Composition

ENG 123 College Research Paper (3)

LAC area 2. Mathematics

STAT 150 Introduction to Statistical Analysis (3)

LAC area 5. Social and Behavioral Sciences

PSY 230 Human Growth and Development (3)

LAC area 6b. Physical and Life Sciences

BIO 101 Biological Perspectives (4)

CHEM 281 Fundamentals of Biochemistry (5)

### Elective LAC Credits — 22 hours

**Note(s):** A minimum grade of "C" or better (C- is not acceptable) or satisfactory in all nursing courses required for progression to the next semester must be earned.



## **HSS** PHILOSOPHY B.A.

### **Degree Requirements — 120 Credits**

See “Philosophy B.A.” on page 18.

### **Required Major Credits — 18 hours**

PHIL 260 History of Ancient Philosophy (3)  
 PHIL 261 History of Modern Philosophy (3)  
 PHIL 350 Ethics (3)  
 PHIL 385 Epistemology (3)  
 PHIL 390 Metaphysics (3)  
 PHIL 495 Advanced Seminar (3)

### **Elective Major Credits —12 hours**

**Note(s):**At least 50 percent of the courses taken to complete the major must be upper division courses, i.e., courses offered at the 300 or 400 level.

No more than 6 credit hours of PHIL 497 may be counted toward the major. (Not applicable to the Ethics and Public Policy Emphasis.)

In addition, the Philosophy program recommends that majors take at least two years of a foreign language—preferably French or German.

Any course with a PHIL prefix may be counted as an elective. In general, a required course may not be counted as an elective; however, if PHIL 495 is taken more than once, one section may be counted towards the fulfillment of the basic requirement, and the others may be counted as electives.

### **Elective LAC Credits — 40 hours**

### **Elective University-Wide Credits — 50 hours**

## **HSS** PHILOSOPHY B.A. Ethics and Public Policy Emphasis

### **Degree Requirements — 120 Credits**

See “Philosophy B.A.” on page 18.

### **Required Major Credits — 21 hours**

PHIL 220 The Nature of Legal Reasoning (3)  
 PHIL 260 History of Ancient Philosophy (3)  
 PHIL 261 History of Modern Philosophy (3)  
 PHIL 300 Topics in Philosophy (3) (*Specific offerings to be chosen in consultation with the major advisor.*)  
 PHIL 350 Ethics (3)  
 PHIL 355 Social and Political Philosophy (3)  
 PHIL 495 Advanced Seminar (3) (*Specific offerings to be chosen in consultation with the major advisor.*)

### **Elective Major Credits —9 hours**

At least 50 percent of the courses taken to complete the major must be upper division courses, i.e., courses offered at the 300 or 400 level.

In addition, the Philosophy program recommends that philosophy majors take at least two years of a foreign language—preferably French or German.

Elective may be chosen from courses with a PHIL prefix as well as courses in other disciplines. All electives must contribute to the student's understanding of ethics or public policy and must be chosen in consultation with the major advisor.

In general, a required course may not be double-counted as an elective; however, if either PHIL 300 or PHIL 495 (or both) is taken more than once, one section may be counted towards the fulfillment of the relevant basic requirement, and the others may be counted as electives.

### **Required Specified LAC Credits — 3 hours**

LAC area 3. Arts and Humanities

PHIL 150 Ethics in Theory and Practice (3)

### **Elective LAC Credits — 37 hours**

### **Elective University-Wide Credits — 47 hours**



## PHYSICS B.S.

(Select from five emphases)

### Degree Requirements — 120 Credits

See "Physics B.S." on page 34.

### Required Major Core Credits — 40-44 hours

PHYS 241 General Physics II (5)  
 PHYS 301 Seminar in Physics (1)  
 PHYS 320 Mathematical Methods I (3)  
 PHYS 321 Elementary Modern Physics (4)  
 PHYS 340 Mechanics (4)  
 PHYS 341 Electricity and Magnetism (4)  
 PHYS 345 Quantum Mechanics I (3)  
 PHYS 360 Laboratory Physics I (2)  
 PHYS 370 Research I (1-3)  
 PHYS 420 Mathematical Methods II (3)  
 PHYS 440 Thermodynamics and Statistical Mechanics (4)  
 PHYS 445 Quantum Mechanics II (3)  
 PHYS 460 Laboratory Physics II (2)  
 PHYS 470 Research II (1-3)

### Required Specified LAC Credit — 18 hours

LAC area 2. Mathematics

MATH 131 Calculus I (4)

MATH 132 Calculus II (4)

LAC area 6. Physical and Life Sciences

CHEM 111 Principles of Chemistry I (5)

PHYS 240 General Physics I (5)

**Note(s):** A research project, completed in PHYS 470, is required for all emphases except secondary teaching. HON 451 may be substituted for PHYS 470.

A 2.0 GPA or better is required in PHYS prefix courses for graduation.

### Astronomy Emphasis

#### Required Emphasis Credits — 8 hours

PHYS 347 Optics (4)

PHYS 448 Nuclear and Particle Physics (4)

#### Required Supporting Credits — 13 hours

AST 301 Classical Astronomy (3)

AST 302 Modern Astronomy (3)

CS 101 Introduction to Computer Science (3)

MATH 233 Calculus III (4)

#### Elective LAC Credits — 22 hours

**Note(s):** Students need to select courses from Areas 7 and/or 8 that also count for Areas 3, 4, or 5.

#### Elective University-Wide Credits — 15-19 hours

### Engineering Physics Emphasis

#### Required Emphasis Credits — 10 hours

PHYS 343 Electronics (4)

PHYS 347 Optics (4)

PHYS 447 Electro-optics (2)

#### Required Supporting Credits — 10 hours

CS 102 Structured Programming (3)

MATH 233 Calculus III (4)

Elective credits in Computer Science (CS) (3)

#### Elective LAC Credits — 22 hours

**Note(s):** Students need to select courses from Areas 7 and/or 8 that also count for Areas 3, 4, or 5.

#### Elective University-Wide Credits — 16-20 hours

### Liberal Arts Emphasis

#### Required Emphasis Credits — 4 hours

PHYS 448 Nuclear and Particle Physics (4)

#### Elective Emphasis Credits — 8 hours

Elective credits in Physics, including at least one 300-level or above course that has a lab (consent of advisor).

#### Required Supporting Credits — 10 hours

MATH 233 Calculus III (4)

Elective Credits in Computer Science (CS) or General Computing (CG) (consent of advisor) (3)

Elective Credits in Mathematics (consent of advisor) (3)

#### Elective LAC Credits — 22 hours

**Note(s):** Students need to select courses from Areas 7 and/or 8 that also count for Areas 3, 4, or 5.

#### Elective University-Wide Credits — 14-18 hours

### Mathematical Physics Emphasis

#### Elective Emphasis Credits — 4 hours

Elective Credits in Physics (consent of advisors) (4)

#### Required Supporting Credits — 22 hours

MATH 233 Calculus III (4)

MATH 335 Differential Equations I (3)

MATH 221 Elementary Linear Algebra (3)

MATH 460 Introduction to Complex Analysis (3)

CS 102 Structured Programming (3)

Elective Credits in Mathematics (consent of advisors) (6)

#### Elective LAC Credits — 22 hours

**Note(s):** Students need to select courses from Areas 7 and/or 8 that also count for Areas 3, 4, or 5.

#### Elective University-Wide Credits — 10-14 hours

### Secondary Teaching Emphasis

#### Degree Requirements — 126 Credits

See "Physics B.S." on page 34.

#### Required Major Credits — 29 hours

PHYS 241 General Physics II (5)

PHYS 320 Mathematical Methods I (3)

PHYS 321 Elementary Modern Physics (4)

PHYS 340 Mechanics (4)

PHYS 341 Electricity and Magnetism (4)

PHYS 345 Quantum Mechanics I (3)

PHYS 347 Optics (4)

PHYS 475 Seminar in Teaching Physics (2)

#### Required Supporting Credits — 14 hours

CHEM 112 Principles of Chemistry II (5)

Elective Credits in Biological Sciences (consent of advisor) (3)

Elective Credits in Earth Sciences (consent of advisor) (3)

Select one of the following courses:

AST 301 Classical Astronomy (3)

AST 302 Modern Astronomy (3)

#### Required Specified LAC Credits — 25 hours

LAC area 2. Mathematics

MATH 131 Calculus I (4)

MATH 132 Calculus II (4)

LAC area 6. Physical and Life Sciences

BIO 110 Principles of Biology (4)

CHEM 111 Principles of Chemistry I (5)

ENST 225 Energy and the Environment (3)

PHYS 240 General Physics I (5)

#### Elective LAC Credits — 22 hours

**Note(s):** Students need to select courses from Areas 7 and/or 8 that also count for Areas 3, 4, or 5.

#### Required PTEP Credits — 36 hours

(Exempt from ET 249 and ET 349.)

See "Secondary PTEP" on page 134. and

See "Physics B.S. — PTEP" on page 136.

**Note(s):** A research paper, completed as part of PHYS 475, is required for this major.



## POLITICAL SCIENCE B.A.

### Degree Requirements — 120 Credits

See "Political Science B.A." on page 18.

### Required Major Credits — 9 hours

PSCI 100 United States National Government (3) (LAC 5.d.)

PSCI 105 Fundamentals of Politics (3) (LAC 5.d.)

Select one of the following courses:

PSCI 405 Problems in American Politics (3)

PSCI 415 Problems in Comparative Politics (3)

PSCI 425 Problems in International Relations (3)

PSCI 435 Problems in Political Philosophy (3)

### Elective Major Credits — 27 hours

Select at least two courses from each of the following groups:

#### Group A — American Politics

ENST 205 Environment, Politics and Law (3)

PSCI 203 Colorado Politics (3)

PSCI 207 Women and Politics (3)

PSCI 208 Introduction to Public Administration (3)

PSCI 301 Electoral Politics in the United States (3)

PSCI 302 Power in America (3)

PSCI 303 Public Policy in the United States (3)

PSCI 305 Politics of Education (3)

PSCI 306 Constitutional Law (3)

PSCI 392 Internship (1-10)

PSCI 405 Problems in American Politics (3)

PSCI 422 Directed Studies (1-3)

#### Group B — International Relations

PSCI 220 Introduction to International Relations (3)

PSCI 240 Globalization (3)

PSCI 320 American Foreign Policy (3)

PSCI 321 War and Peace (3)

PSCI 325 Conflict in the Middle East (3)

PSCI 328 International Law and Organizations (3)

PSCI 422 Directed Studies (1-3)

PSCI 425 Problems in International Relations (3)

#### Group C — Political Philosophy

PSCI 331 Political Philosophy I (3)

PSCI 332 Political Philosophy II (3)

PSCI 335 American Political Philosophy (3)

PSCI 422 Directed Studies (1-3)

PSCI 435 Problems in Political Philosophy (3)

#### Group D — Comparative Politics

PSCI 200 Introduction to Comparative Politics (3)

PSCI 210 Politics in the European Community (3)

PSCI 215 Politics of Central and East European States (3)

PSCI 230 The Evolution of the Modern State (3)

PSCI 315 Comparative Public Policy (3)

PSCI 318 The Politics of the Developing States (3)

PSCI 319 Pacific Rim Politics (3)

PSCI 415 Problems in Comparative Politics (3)

PSCI 422 Directed Studies (1-3)

### Elective LAC Credits — 40 hours

The following courses are recommended but not required for completion of the major.

#### LAC area 4. History

HIST 100 Survey of American History from Its Beginnings to 1877 (3)

HIST 101 Survey of American History from 1877 to the Present (3)

HIST 120 Western Civilization from Ancient Greece to 1689 (3)

HIST 121 Western Civilization from 1689 to the Present (3)

#### LAC area 5. Social and Behavioral Sciences

ECON 203 Principles of Macroeconomics (3)

ECON 205 Principles of Microeconomics (3)

#### LAC area 2. Mathematics

STAT 150 Introduction to Statistical Analysis (3)

### Elective University-Wide Credits — 44 hours

**Notes:** While PSCI 405, PSCI 415, PSCI 425 or PSCI 435 may be counted as one of the two elective courses required for an elective group, the credit hours may not be counted toward the 27 semester hour elective requirement. Should a student

take a second course from among those identified above, the credit hours earned will count toward the 27 semester hour elective requirement.

Students may take up to 10 hours in the Political Science Internship Program, but only a maximum of 6 hours can apply toward the political science major. Admission to the Internship Program is selective. Applications are available in the program office and must be submitted to the director, Internship Program, no later than the time of preregistration for the semester of the proposed internship. Students must have accumulated nine (9) hours in political science at time of application.

Students interested in licensure for teaching political science must major in social sciences rather than political science.

Qualified students are invited to enroll in the Honors Program in Political Science. Consult the director, Honors Program in Political Science.





## PSYCHOLOGY B.A.

### Degree Requirements — 120 Credits

See "Psychology B.A." on page 9.

#### Required Major Credits — 12 hours

PSY 200 Psychological Statistics and Design (3)  
 PSY 300 Research Methods in Psychology (3)  
 PSY 380 Introduction to Physiological Psychology (3)  
 PSY 491 Psychology Field Experience (1-6) (minimum 3 hours)

#### Elective Major Credits — 24 hours

*Foundation Group (Select six hours)*

PSY 230 Human Growth and Development (3) (LAC area 5.c.)  
 PSY 255 Abnormal Psychology (3)  
 PSY 265 Social Psychology (3) (LAC area 5.c.)

*Experimental Group (Select three hours)*

PSY 341 Principles of Learning (3)  
 PSY 375 Sensation and Perception (3)  
 PSY 440 Cognition (3)  
 PSY 443 Motivation (3)

*Social/Developmental Group (Select three hours)*

PSY 330 Child and Adolescent Psychology (3)  
 PSY 331 Maturity and Aging (3)  
 PSY 365 Psychology and the Law (3)  
 PSY 467 Psychology of Prejudice (3)

Choose 12 additional elective hours to bring the total elective hours to 24. These electives may include:

1. Any additional courses from the above groups. For example, if you satisfied the foundation group requirement with PSY 230 and PSY 255, you may select PSY 265 to help you reach the required 24 elective credits

2. Any additional psychology course with the PSY designation.

PSY 271 Psychological Testing and Measurements (3)  
 PSY 323 Health Psychology (3)  
 PSY 347 Educational Psychology for Elementary Teachers (3)  
 PSY 349 Educational Psychology for Secondary Teachers (3)  
 PSY 350 Theories of Personality (3)  
 PSY 366 Industrial Psychology (3)  
 PSY 422 Directed Studies (1-3)  
 PSY 475 Evolution and Behavior (3)  
 PSY 493 Practicum in Psychology (1-3)  
 PSY 495 Special Topics (3)

3. Electives from outside the PSY designation. (No more than six hours of the following courses may be included in the major as electives.)

GERO 455 Grant Development and Administration (3)  
 HRS 397 Rehabilitation of the Substance Abuser (3)  
 APCE 468 Psychology of Women (2)  
 SES 333 Psychological Analysis of Sports, Exercise and Physical Activity (3)

4. Majors Only Seminars (Juniors or above, 3.0 cumulative grade point average and above)

PSY 401 Advanced Research Methods (3)  
 PSY 407 Introduction to Counseling Theories (3)  
 PSY 430 Developmental Disabilities and Psychopathology (3)  
 PSY 460 Clinical Psychology (3)  
 PSY 481 Advanced Physiological Psychology (3)  
 PSY 482 Behavioral Genetics (3)

5. Graduate Classes (Juniors or above, 3.0 grade point average and above)

PSY 530 Life Span Developmental Psychology (3)  
 PSY 540 Theories and Principles of Learning (3)  
 PSY 550 Cognitive Development (3)  
 PSY 575 Educational Assessment (3)  
 PSY 580 Psychopharmacology (3)  
 PSY 590 Seminar in History and Systems (3)

6. Additional credits of PSY 491, Field Experience (six hours maximum).

PSY 491 Psychology Field Experience (1-6)

### Required Supporting Credits — 4 hours

Select one of the following courses:

BIO 101 Biological Perspectives (4) (LAC area 6)  
 BIO 110 Principles of Biology (4) (LAC area 6)  
 BIO 245 Introduction to Human Anatomy and Physiology (4)

### Required Specified LAC Credit — 3 hours

LAC area 5.c. Human Behavior and Social Systems  
 PSY 120 Principles of Psychology (3)

### Elective LAC Credits (37)

### Elective University-Wide Credits — 40 hours

Note(s): A maximum of 24 semester hours may be transferred to the major from other institutions.

Psychology students must have a minimum of 9 upper division hours (300-400 level) while in residence in order to graduate.



## RECREATION AND TOURISM B.S.

### Degree Requirements — 120 Credits

See “A student may earn a bachelor of science degree (non-teaching) in Recreation and Tourism preparing the student to assume entry level leadership roles in tourism and recreation including municipal, youth, commercial, non-profit, outdoor and therapeutic settings.” on page 38.

### Required Major Credits — 39 hours

REC 203 Introduction to Recreation and Tourism (3)  
 REC 206 Commercial Recreation and Tourism (3)  
 REC 232 Recreation Leadership (3)  
 REC 351 Areas and Facilities in Parks, Recreation, and Tourism (3)  
 REC 368 Programs in Recreation and Tourism (3)  
 REC 394 Practicum in Recreation and Tourism (3)  
 REC 444 Professional Participation and Issues (3)  
 REC 451 Administration of Leisure Delivery Systems (3)  
 REC 490 Recreation Evaluation and Research (3)  
 REC 492 Internship in Recreation and Tourism (12)

### Required Supporting Credits — 6 hours

BAMG 355 Fundamentals of Entrepreneurship (3)  
 SES 461 Administration and Law (3)

### Required Specified LAC Credits — 9 hours

*LAC area 2. Mathematics*

STAT 150 Introduction to Statistical Analysis (3)

*LAC area 5. Social and Behavioral Sciences*

PSY 230 Human Growth and Development (3)

GERO 205 Introduction to Gerontology (3)

### Elective LAC Credits — 31 hours

### Elective University-Wide Credits — 35 hours

**Note(s):** Students complete a three credit Practicum experience and a 12-credit Internship experience. Current Advanced First Aid and CPR are prerequisites for these experiences as are specified hours of practical experience (50 clock hours for the practicum and 500 clock hours for the internship). A grade of “D” or “F” in the recreation major must be repeated. Enrolled students transferring into Recreation from another UNC major or undeclared must possess an overall GPA of 2.3 to be admitted into the Recreation major. Students are approved for their practicum and their internship by faculty. Students must have completed all required courses in the major and have a minimum GPA of 2.5 in major courses before beginning their internship.



## SOCIAL SCIENCE B.A. Liberal Arts Emphasis

### Degree Requirements — 120 Credits

See "Social Science B.A." on page 22.

### Required Major Credits — 18 hours

ANT 100 Introduction to Anthropology (3) (*LAC area 5.c.*)  
ECON 205 Principles of Microeconomics (3)  
GEOG 100 World Geography (3)  
HIST 101 Survey of American History from 1877 to the Present (3)  
PSCI 100 United States National Government (3)  
SOSC 400 Senior Seminar (3)

### Elective Major Credits — 24 hours

Economics 3 semester credit hours  
Geography 6 semester credit hours  
History 9 semester credit hours  
Political Science 6 semester credit hours

### Required LAC Credits — 12 hours

*LAC area 4. History*

HIST 100 Survey of American History from Its Beginnings to 1877 (3)

*LAC area 5.a. Economic and Political Systems*

ECON 203 Principles of Macroeconomics (3)

*LAC area 5.c. Human Behavior and Social Systems*

SOC 100 Principles of Sociology (3)

*LAC area 8. Multicultural Studies (Select one of the following):*

AFS 100 Introduction to Africana Studies (3)

MAS 100 Introduction to Mexican American Studies (3)

WS 101 Women in Contemporary Society (3)

### Elective LAC Credits — 23 hours

### Required Minor Credits — 18 hours

### Elective University-Wide Credits — 25 hours

Note(s): A minimum of 21 semester hours of the 24 hours required for the Elective Major Credits must be at the 300-400 level.

Students selecting this emphasis must complete a minor in a discipline of their choice.

In addition to the credit hours for the minor, these students must take additional elective courses to have sufficient credits for graduation. Students taking a minor in Economics, Geography, History or Political Science cannot count credit received for that minor toward the Elective Major Credits.



## SOCIAL SCIENCE B.A. Social Studies and Secondary Grades Teaching Emphasis

### Degree Requirements — 120 Credits

See "Social Science B.A." on page 22.

### Required Major Credits — 18 hours

ANT 100 Introduction to Anthropology (3) (*LAC area 5.c.*)  
ECON 205 Principles of Microeconomics (3)  
GEOG 100 World Geography (3)  
HIST 101 Survey of American History from 1877 to the Present (3)  
PSCI 100 United States National Government (3)  
SOSC 400 Senior Seminar (3)

### Elective Major Credits — 24 hours

Economics 3 semester credit hours  
Geography 6 semester credit hours  
History 9 semester credit hours  
Political Science 6 semester credit hours

Note(s): A minimum of 21 semester hours of the 24 hours required for the Elective Major Credits must be at the 300-400 level.

### Required LAC Credits — 12 hours

*LAC area 4 History*

HIST 100 Survey of American History from Its Beginnings to 1877 (3)

*LAC area 5.a. Economic and Political Systems*

ECON 203 Principles of Macroeconomics (3)

*LAC area 5.c. Human Behavior and Social Systems*

SOC 100 Principles of Sociology (3)

*LAC area 8. Multicultural Studies (Select one of the following):*

AFS 100 Introduction to Africana Studies (3)

MAS 100 Introduction to Mexican American Studies (3)

WS 101 Women in Contemporary Society (3)

### Elective LAC Credits — 23 hours

### Required PTEP Credits — 39 hours

See "Secondary PTEP" on page 134. and

See "Social Science B.A. — PTEP" on page 136.

### Elective University-Wide Credits — 4 hours





## SOCIOLOGY B.A.

(Select from three emphases)

### Degree Requirements — 120 Credits

See "Sociology B.A." on page 23.

### Required Major Core Courses — 12 hours

SOC 351 Classical Social Theory (3)  
 SOC 352 Contemporary Social Theory (3)  
 SOC 361 Methods of Sociological Research I (3)  
 SOC 362 Methods of Sociological Research II (3)

### Required Specified LAC Credits — 6 hours

LAC area 5.c. Human Behavior and Social Systems  
 SOC 100 Principles of Sociology (3)

LAC area 2. Mathematics

STAT 150 Introduction to Statistical Analysis (3)

**Note(s):** A 2.0 GPA within the major is required.

At least 50 percent of the courses taken to complete the major must be upper division, 300-400 level.

All emphasis areas provide a foundation for graduate work in sociology.

Students may select only ONE emphasis area.

Juniors and seniors with a University GPA of 3.0 and higher may register for 500 level courses.

## Applied Sociology Emphasis

### Required Emphasis Credits — 6 hours

SOC 231 Introduction to Sociological Practice (3)

Select one of the following

SOC 491 Sociology Internship (3-9)\*

SOC 492 Practicum in Applied Sociology (3-9)

### Elective Emphasis Credits — 12 hours

A maximum of 6 credit hours may be at the 100 or 200 level.

Only 3 credits of SOC 422, or SOC 490, or SOC 491 or SOC 492 may be used to satisfy these elective credits.

A maximum of three different variable title courses (SOC 302 and SOC 395) may be counted as required electives.

### Required Concentration Credits---9 hours

Select 9 credits within a concentration area such as childhood and youth, health, illness and aging, social psychology, or social policy.

Please check with a Sociology program advisor for a current list of concentration areas and courses within each.

### Elective LAC Credits — 34 hours

### Elective University-Wide Credits — 41 hours

**Note(s):** SOC 379 The Community is a prerequisite for this course.

## Family Studies Emphasis

### Required Emphasis Credits — 18 hours

SOC 221 Sociology of Gender (3)

SOC 324 Issues in the Family (3)

SOC 326 Sociology of Childhood and Adolescence (3)

SOC 423 Violence and the Family (3)

SOC 493 Practicum in Family Studies (3-9) Practicum in Family Studies (3)

SOC 120 Introduction to Family Studies (3) (LAC area 5.c.)

### Elective Emphasis Credits — 9 hours

### Elective LAC Credits — 34 hours

### Elective University-Wide Credits — 41 hours

**Note(s):** Students need to attend a required practicum meeting during the fall before their spring senior year practicum and subsequently need to set up their research projects with the agencies before the spring semester begins.

Missing the required fall orientation meeting for the subsequent spring practicum (SOC 493) is equivalent to missing the first two class periods and sufficient cause to be dropped from the course, unless other arrangements are made prior to this meeting.

## Social Issues Emphasis

### Elective Emphasis Credits — 27 hours

Any course with a SOC prefix may be used to satisfy these 27 credits.

At least half the total credits must be at the 300 level or above.

Only 3 credits of SOC 422, or SOC 490, or SOC 491 or SOC 492 may be used to satisfy these elective credits.

A maximum of three different variable title courses (SOC 302 and SOC 395) may be used for elective major credits.

Students are encouraged to take courses within a concentration area.

They are also encouraged to select one or more minors.

Students who wish to do a hands on internship (SOC 491, suggested but not required) should plan to take **SOC 379 The Community (3)**, which is a prerequisite to the internship course.

### Elective LAC Credits — 34 hours

### Elective University-Wide Credits — 41 hours



## SPANISH B.A. Liberal Arts Emphasis

### Degree Requirements — 120 Credits

See "Spanish B.A." on page 20.

#### Required Major Credits — 30 hours

SPAN 301 Spanish Grammar (3)  
 SPAN 302 Spanish Composition (3)  
 SPAN 303 Spanish Conversation (3)  
 SPAN 304 Introduction to Hispanic Literature (3)  
 SPAN 305 Introduction to Hispanic Linguistics (3)  
 SPAN 321 Spanish Civilization and Culture (3)  
 SPAN 331 Latin American Civilization and Culture (3)  
 SPAN 407 Spanish for Oral Proficiency (3)  
 SPAN 450 Masterpieces of Spanish Literature (3)  
 SPAN 451 Masterpieces of Latin American Literature (3)

#### Elective Major Credits — 6 hours

SPAN 405 Spanish Phonetics and Dialects (3)  
 SPAN 406 Introduction to Translation (3)  
 SPAN 455 Literature for Children and Adolescents (3)  
 SPAN 456 Spanish and Latin American Short Story (3)  
 SPAN 457 Masterpieces in Chicano/a Literature (3)  
 SPAN 459 Hispanic Drama (3)

#### Required Minor Minimum Credits — 18 hours

#### Required Specified LAC Credits — 6 hours

*LAC area 3.d. Foreign Languages*

SPAN 201 Intermediate Spanish I (3)  
 SPAN 202 Intermediate Spanish II (3)

#### Elective LAC Credits — 34 hours

#### Elective University-Wide Credits — 26 hours

**Note(s):** Students must earn a grade of "C" or better (GPA 2.0 or above) for all Spanish courses in the major.

It is recommended that Spanish majors take HIST 118 and MAS 100 and either MAS 110, MAS 337 or ENG 337. Students who wish to take additional electives may select HISP 102.

All Spanish language courses to be counted for the major and minor must be beyond the first year level.

Courses with the SPAN prefix are taught in Spanish and courses with the HISP prefix are taught in English.

In order to gain permission to apply for graduation, a Spanish major must successfully pass the program's oral proficiency interview.

Heritage speakers of Spanish with program approval through placement test may substitute SPAN 310 and SPAN 311 plus one 3 credit upper division Spanish elective course for SPAN 301, SPAN 302 and SPAN 303.

*Required Credits — 9 hours*

SPAN 310 Spanish for Native Speakers (5)  
 SPAN 311 Spanish for Native Speakers (1)

\*SPAN 310 and SPAN 311 are co-requisites.



## SPANISH B.A. Secondary Teaching Emphasis

### Degree Requirements — 120 Credits

See "Spanish B.A." on page 20.

#### Required Major Credits — 30 hours

SPAN 301 Spanish Grammar (3)  
 SPAN 302 Spanish Composition (3)  
 SPAN 303 Spanish Conversation (3)  
 SPAN 304 Introduction to Hispanic Literature (3)  
 SPAN 305 Introduction to Hispanic Linguistics (3)  
 SPAN 321 Spanish Civilization and Culture (3)  
 SPAN 331 Latin American Civilization and Culture (3)  
 SPAN 405 Spanish Phonetics and Dialects (3)  
 SPAN 407 Spanish for Oral Proficiency (3)  
 SPAN 450 Masterpieces of Spanish Literature (3)  
 SPAN 451 Masterpieces of Latin American Literature (3)

#### Required Supporting Credits — 3 hours

\*FL 341 Methods of Teaching in the Secondary School (3)

#### Required Specified LAC Credits — 6 hours

*LAC area 3.d. Foreign Languages*

SPAN 201 Intermediate Spanish I (3)  
 SPAN 202 Intermediate Spanish II (3)

#### Elective LAC Credits — 34 hours

#### Elective University-Wide Credits — 9 hours

#### Required PTEP Credits — 38 hours

See "Secondary PTEP" on page 134.

and

See "Spanish B.A. — PTEP" on page 136.

**Note(s):** Students must earn a grade of "C" or better (GPA 2.0 or above) for all Spanish courses in the major.

It is recommended that Spanish majors take HIST 118 and MAS 100 and either MAS 110, MAS 337 or ENG 337. Students who wish to take additional electives may select HISP 102.

All Spanish language courses to be counted for the major and minor must be beyond the first year level.

Courses with the SPAN prefix are taught in Spanish and courses with the HISP prefix are taught in English.

In order to gain permission to apply for graduation, a Spanish major must successfully pass the program's oral proficiency interview.

Heritage speakers of Spanish with program approval through placement test may substitute SPAN 310 and SPAN 311 plus one 3 credit upper division Spanish elective course for SPAN 301, SPAN 302 and SPAN 303.

*Required Credits — 9 hours*

SPAN 310 Spanish for Native Speakers (5)  
 SPAN 311 Spanish for Native Speakers (1)

\*SPAN 310 and SPAN 311 are co-requisites.

EBS

## SPECIAL EDUCATION B.A. Liberal Arts Emphasis

### Degree Requirements — 120-122 Credits

See "Special Education B.A." on page 9.

### Required Major Credits — 36-38 hours

EDSE 201 Culture of Special Education (3)  
 EDSE 203 The Individualized Education Program and the Collaborative Process (3)  
 EDSE 320 Assessment in Special Education (3)  
 EDSE 321 Advanced Assessment in Special Education (3)  
 EDSE 322 K-12 Methods in Special Education (3)  
 EDSE 325 Behavioral Dimensions of Students with Exceptionalities I (3)  
 EDSE 326 Behavioral Dimensions of Students with Exceptionalities II (3)  
 EDSE 327 Methods for Teaching Mathematics: Students with Special Needs (3)  
 EDSE 442 Language and Literacy for Students with Severe Delays (3)  
 EDSE 443 Support System in Special Education (3)  
 EDSE 460 Culturally and Linguistically Diverse Students with Disabilities (3)

Select one of the following courses (3-5 hours):

EDSE 308 Workshop in Special Education (1-3)  
 (ASL I) or any foreign language (Cannot be counted as both LAC and major required credit)

### Required Supporting Credits — 18 hours

ASLS 266 Normal Speech and Language Development (3)  
 ASLS 365 Language Disorders in Children (3)  
 EDRD 410 Achieving Effective Instruction in Developmental Reading (3)  
 EDRD 411 Elementary Reading Diagnosis and Individualization (3)  
 EED 341 Methods and Materials for Teaching Language and Composition in the Secondary School (3)  
 or  
 EED 342 Methods and Materials for Teaching Language and Composition in the Elementary School (3)  
 MATH 283 Fundamental Mathematics III: Geometry and Measurement (3)

### Required Specified LAC Credits — 18-19 hours

LAC area 2. Mathematics (Select 6 hours)

MATH 181 Fundamentals of Mathematics I: Number and Operations (3)

MATH 182 Fundamental Mathematics II: Algebra, Probability and Data Analysis (3)

LAC area 4. History (Select 3 hours)

HIST 100 Survey of American History from Its Beginnings to 1877 (3)

HIST 101 Survey of American History from 1877 to the Present (3)

LAC area 5. (Select 6 hours)

PSY 230 Human Growth and Development (3) (area 5.c.)

Select a 3-credit course with one of the following prefixes (see list of courses in Area 5 on page 76):

ECON (Economics) [5a]  
 GEOG (Geography) [5b]  
 PSCI (Political Science) [5a]

LAC area 6. Physical and Life Sciences (3-4 hours) Select one of the following courses:

BIO 265 Life Science Concepts (3)  
 ESCI 265 Earth Science Concepts for Elementary Teachers (3)

SCI 265 Physical Science Concepts (4)

### Elective LAC Credits — 21-22 hours

### Elective University-wide Credits — 26 hours

EBS

## SPECIAL EDUCATION B.A. Teaching Emphasis

### Degree Requirements — 126-128 Credits

See "Special Education B.A." on page 9.

### Required Major Credits — 42-44 hours

EDSE 201 Culture of Special Education (3)  
 EDSE 203 The Individualized Education Program and the Collaborative Process (3)  
 EDSE 320 Assessment in Special Education (3)  
 EDSE 321 Advanced Assessment in Special Education (3)  
 EDSE 322 K-12 Methods in Special Education (3)  
 EDSE 325 Behavioral Dimensions of Students with Exceptionalities I (3)  
 EDSE 326 Behavioral Dimensions of Students with Exceptionalities II (3)  
 EDSE 327 Methods for Teaching Mathematics: Students with Special Needs (3)  
 EDSE 328 Field Experience in Special Education: Elementary (3)  
 EDSE 329 Field Experience in Special Education: Secondary (3)  
 EDSE 442 Language and Literacy for Students with Severe Delays (3)  
 EDSE 443 Support System in Special Education (3)  
 EDSE 460 Culturally and Linguistically Diverse Students with Disabilities (3)

Select one of the following courses (3-5 hours):

EDSE 308 Workshop in Special Education (1-3)(ASL I) or any foreign language (Cannot be counted as both LAC and major required credit)

### Required Supporting Credits — 18 hours

ASLS 266 Normal Speech and Language Development (3)  
 ASLS 365 Language Disorders in Children (3)  
 EDRD 410 Achieving Effective Instruction in Developmental Reading (3)  
 EDRD 411 Elementary Reading Diagnosis and Individualization (3)  
 EED 341 Methods and Materials for Teaching Language and Composition in the Secondary School (3)  
 or  
 EED 342 Methods and Materials for Teaching Language and Composition in the Elementary School (3)  
 MATH 283 Fundamental Mathematics III: Geometry and Measurement (3)

### Required Specified LAC Credits — 18-19 hours

LAC area 2. Mathematics (Select 6 hours)

MATH 181 Fundamentals of Mathematics I: Number and Operations (3)

MATH 182 Fundamental Mathematics II: Algebra, Probability and Data Analysis (3)

LAC area 4. History (Select 3 hours)

HIST 100 Survey of American History from Its Beginnings to 1877 (3)

HIST 101 Survey of American History from 1877 to the Present (3)

LAC area 5. (Select 6 hours)

PSY 230 Human Growth and Development (3) (area 5.c.)

Select a 3-credit course with one of the following prefixes (see list of courses in Area 5 on page 76):

ECON (Economics) [5a]  
 GEOG (Geography) [5b]  
 PSCI (Political Science) [5a]

LAC area 6. Physical and Life Sciences (3-4 hours) Select one of the following courses:

BIO 265 Life Science Concepts (3)  
 ESCI 265 Earth Science Concepts for Elementary Teachers (3)

SCI 265 Physical Science Concepts (4)



**Required PTEP Credits — 26 hours**

See “K-12 PTEP” on page 137.

and See “Special Education, B.A. — PTEP” on page 138.

COMM 100 Basics of Public Speaking (1)

COMM 103 Speaking Evaluation (2)

EDSE 444 Student Teaching in Special Education (1-15)

*Select one of the following courses:*

ET 247 Technology in Education for Elementary Teaching

(1)

ET 249 Technology in Education for Secondary Teaching

(1)

*Select one of the following courses:*

ET 347 Educational Technology Applications for  
Elementary Teaching (1)

ET 349 Educational Technology Applications for Secondary  
Teaching (1)



## SPORT AND EXERCISE SCIENCE B.S. (Select from four emphases)

### Degree Requirements — 120-126 Credits

See "Sport and Exercise Science B.S." on page 44.

### Required Major Core Credits — 12 hours

- SES 220 Anatomical Kinesiology (3)
- SES 221 Biomechanics (3)
- SES 322 Exercise Physiology I (3)
- SES 323 Motor Learning and Development (3)

### Athletic Training Emphasis

#### Degree Requirements — 120 Credits

#### Required Emphasis Credits — 46 hours

- SES 181 Introduction to Clinical Athletic Training (1)
- SES 324 Exercise Physiology II (3)
- SES 333 Psychological Analysis of Sports, Exercise and Physical Activity (3)
- SES 380 Prevention and Care of Sports Injuries (2)
- SES 381 Clinical Practicum in Athletic Training Level I: Practice Preparation (3)
- SES 382 Clinical Practicum in Athletic Training Level II: Protective Padding and Equipment Fitting (3)
- SES 383 Clinical Practicum in Athletic Training Level III: Therapeutic Modalities (3)
- SES 404 Exercise Nutrition and Body Composition (3)
- SES 480 Advanced Functional Assessment of Strength and Conditioning (3)
- SES 481 Clinical Practicum in Athletic Training Level IV: Evaluation and Rehabilitation (3)
- SES 482 Clinical Practicum in Athletic Training Level V: Senior Seminar (3)
- SES 485 Mechanisms and Evaluation of Sports Injury (5)
- SES 486 Clinical Methods of Sports Injury Rehabilitation (4)
- SES 487 Therapeutic Modalities (3)
- SES 488 Athletic Training Administration (2)
- SES 489 Medical Conditions (2)

#### Required Supporting Credits — 20 hours

- BIO 245 Introduction to Human Anatomy and Physiology (4)
- BIO 246 Advanced Human Anatomy and Physiology (3)
- BIO 476 Pharmacology (3)
- FND 210 Medical Terminology (2)
- FND 455 Nutrition for Fitness and Athletic Performance (3)
- SES 436 Social Influences on Sport and Exercise Behavior (3)
- SES 233 Advanced First Aid and Cardiopulmonary Resuscitation (2)

#### Required Specified LAC Credits — 18 hours

LAC area 2. *Mathematics*

STAT 150 Introduction to Statistical Analysis (3)

LAC area 5. *Social and Behavioral Sciences*

PSY 120 Principles of Psychology (3) (5.e.)

LAC area 6. – *Physical and Life Sciences*

BIO 110 Principles of Biology (4)

FND 250 Principles of Nutrition (3)

CHEM 281 Fundamentals of Biochemistry (5)

or

CHEM 111 Principles of Chemistry I (5)

#### Elective LAC Credits — 22 hours

#### Elective University-Wide Credits — 2 hours

**Note(s):** Students must complete the full five semester Clinical Program to graduate with the Athletic Training degree and to be eligible to sit for the BOC National Exam.

A grade of "C" or better (C- is not acceptable) or higher is mandatory in all required Athletic Training courses; the course must be retaken until a "C" or higher is achieved. C minus is not acceptable.

### Exercise Science Emphasis

#### Degree Requirements — 120 Credits

#### Required Emphasis Credits — 33 hours

- SES 300 Fitness Management (3)
- SES 324 Exercise Physiology II (3)
- SES 380 Prevention and Care of Sports Injuries (2)
- SES 404 Exercise Nutrition and Body Composition (3)
- SES 410 Cardiac Rehabilitation (3)
- SES 490 Exercise Assessment and Programming (4)
- SES 492 Internship in Sport and Exercise Science (6-12) (Take 12 hours. Can be taken in 6-semester hour blocks.)

Select one of the following two courses:

- SES 333 Psychological Analysis of Sports, Exercise and Physical Activity (3)
- SES 436 Social Influences on Sport and Exercise Behavior (3)

#### Required Supporting Credits — 4 hours

- BIO 245 Introduction to Human Anatomy and Physiology (4)
- BIO 350 Human Physiology (4)

#### Required Specified LAC Credits — 5 hours

LAC area 6d. *Physical and Life Sciences* (Select one of the following)

- CHEM 281 Fundamentals of Biochemistry (5)
- CHEM 111 Principles of Chemistry I (5)

#### Elective LAC Credits — 35 hours

#### Elective University-Wide Credits — 31 hours

**Note(s):** Prior to taking SES 490, students must pass Competency Assessment I with a grade of 70% or better. Prior to registering for SES 492, students must have a cumulative GPA of 2.7 or better in all SES prefix courses and pass the SES 490 Competency Assessments II with a grade of B or better. B minus is not acceptable.

A grade of "C" or better (C- is not acceptable) is required in all SES prefix courses; the course must be retaken until a "C" or higher is achieved. C minus is not acceptable.

The Exercise Science program is a National Strength and Conditioning Association (NSCA) education recognition program. Students wishing to participate in the NSCA recognition program should consult their advisor.

### Physical Education Liberal Studies Emphasis

#### Degree Requirements — 120 Credits

#### Required Emphasis Credits — 19 hours

- SES 338 Teaching Diverse Populations (3)
- SES 436 Social Influences on Sport and Exercise Behavior (3)

Select 8 hours of the following courses:

- SES 134 Self Defense (1)
  - SES 200 Weight Training and Conditioning (1)
  - SES 243 Outdoor and Adventure Programming (3)
- Students must select three additional physical activity courses (3) (Advisor approval required.)

Select one of the following Content courses:

- SES 125 Hiking (1)
- SES 127 Cross-Country Skiing (1)
- SES 128 Cycling (1)
- SES 130 Kayaking (1)
- SES 131 Orienteering (1)
- SES 135 Rock Climbing (1)

Select one of the following Content courses:

- SES 111 Bowling (1)
- SES 113 Fly Fishing/Trap Shooting (1)
- SES 114 Golf (1)

Select one of the following Content courses:

- SES 118 Swimming (1)
- SES 120 Lifeguard Training (2)
- SES 133 Scuba Diving (1)
- SES 152 Swimming Conditioning (1)

Select two of the following Content courses:

- SES 100 Basketball (1)
- SES 102 Soccer (1)
- SES 103 Softball (1)
- SES 104 Volleyball (1)
- SES 110 Badminton (1)

**Required Minor — minimum 18 hours**

*With advisor approval, students must complete a minor (or second major) in a subject area related to physical education.*

**Required LAC Credits — 40 hours**

**Elective University-Wide Credits — 31 hours**

**Note(s):**Notes: A grade of “C” or better (C- is not acceptable) is mandatory in all SES prefix courses. Students must maintain a cumulative GPA of 2.5 to remain in the major. Students whose GPA falls below a 2.5 will be dropped from the major to Undeclared. Transfer and change of major students must have a 2.5 cumulative average to declare the major.

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**Physical Education K-12 Teaching  
Emphasis**

**Degree Requirements — 126 Credits**

**Required Major Credits — 40 hours**

- SES 220 Anatomical Kinesiology (3)
- SES 221 Biomechanics (3)
- SES 322 Exercise Physiology I (3)
- SES 323 Motor Learning and Development (3)
- SES 436 Social Influences on Sport and Exercise Behavior (3)

*Content and Pedagogical Content Knowledge*

*Select one of the following (advisor approval required)*

- SES 125 Hiking (1)
- SES 127 Cross-Country Skiing (1)
- SES 128 Cycling (1)
- SES 130 Kayaking (1)
- SES 131 Orienteering (1)
- SES 135 Rock Climbing (1)
- SES 234 Mountain Biking (2)\*
- SES 235 Backcountry Skiing (2)\*
- SES 236 Technical Rock Climbing (2)\*
- SES 237 Paddle Sports (2)\*
- SES 238 Winter Wilderness Living (2)\*

*Select one of the following (advisor approval required)*

- SES 111 Bowling (1)
- SES 113 Fly Fishing/Trap Shooting (1)
- SES 114 Golf (1)

*Select one of the following (advisor approval required)*

- SES 116 Water Safety Instructor (2)\*
- SES 118 Swimming (1)
- SES 120 Lifeguard Training (2)\*
- SES 133 Scuba Diving (1)
- SES 152 Swimming Conditioning (1)

*all of the following courses are required:*

- SES 134 Self Defense (1)
- SES 200 Weight Training and Conditioning (1)
- SES 201 Track and Field (1)
- SES 209 Dance Activities (1)
- SES 210 Developmentally Appropriate Elementary Activities (3)
- SES 240 Secondary Physical Education Content I (3)
- SES 241 Secondary Physical Education Content II (3)
- SES 243 Outdoor and Adventure Programming (3)
- SES 441 Learner Assessment and Physical Education Technology (3)
- SES 461 Administration and Law (3)

\*Students who choose this course(s) will have a minimum of 1 hour above the 126 and a maximum of 2 hours above 126 credits.

**Elective LAC Credits — 40 hours**

**Required PTEP Credits — 46 hours**

See “K-12 PTEP” on page 137. & “Sport and Exercise Science, B.S. — PTEP” on page 138

*SES/PTEP Methods Courses - 18 semester hours*

SES 266 Introduction to Physical Education as a Profession (3)  
(See “K-12 PTEP” on page 137.)

- SES 338 Teaching Diverse Populations (3)
- SES 340 Planning and Instructional Design (4)
- SES 342 Teaching Health-Related Fitness (3)
- SES 440 Developing Pedagogical Skills in Elementary Physical Education (4)
- SES 442 Developing Pedagogical Skills in Secondary Physical Education (4)





## THEATRE ARTS B.A.

(Select Theatre Arts or Secondary Teaching)

### Degree Requirements — 120 Credits

See "Theatre Arts B.A." on page 51.

#### Required Major Credits — 17 hours

THEA 135 Playscript Analysis (3)  
 THEA 149 Orientation to Technology (3)  
 THEA 160 Beginning Acting (3)  
 THEA 240 Beginning Stage Directing (3)  
 THEA 250 Stage Make Up I (3)  
 THEA 324 Masterpieces in Theatrical Production (2)

#### Select one Concentration Area: 1) Acting, 2) Design Technology, or 3) Theatre Studies — 39-46 hours

##### 1) Acting

Required Concentration Credits — 46 hours

THEA 150 Actor's Lab (1)  
 THEA 159 Acting Theories and Practice (3)  
 THEA 190 Stage Speech I (2)  
 THEA 193 Stage Speech and Dialects (3)  
 THEA 260 Scene Study (3)  
 THEA 275 Stage Movement I (2)  
 THEA 276 Stage Movement II (2)  
 THEA 308 Theatre Workshop (1-4) Take 2 hours  
 THEA 335 Advanced Voice Production (2)  
 THEA 360 Advanced Acting Styles I (3)  
 THEA 361 Advanced Acting Styles II (3)  
 THEA 464 Audition Techniques (3)  
 MT 261 Singing for Actors (2)  
 Required Theatre Elective Credits (3)

Complete the following:

THEA 100 Individual Performance in Theatre (12)  
 (This requirement may be met by taking a minimum of 6 credits of THEA 100; the remaining 6 credits may be taken with a combination of THEA 100 and THEA 110 credits.)

##### 2) Design Technology

Required Concentration Credits — 41 hours (students must complete all required major credits as outlined in the Theatre Arts BA program except; not required to complete THEA 250 Stage Makeup I.)

THEA 100 Individual Performance in Theatre (2) Take 8 hours  
 THEA 210 Drafting and Painting for the Theatre (3)  
 THEA 300 Advanced Individual Performance in Theatre (2) Take 6 hours  
 THEA 449 Theatre Technical Seminar (3)  
 THEA 450 Design and Technology Practicum (3)  
 ART 183 Art I (3)

Technology Courses (Design Students, 6 hours required; Technology Students, 9 hours required)

THEA 222 Costume Technology I (3)  
 THEA 232 Lighting Technology (3)  
 THEA 249 Scenic Technology (3)

Design Courses (Design Students, 9 hours required; Technology Students 6 hours required)

THEA 215 Scene Design I (3)  
 THEA 220 Costume Design I (3)  
 THEA 230 Lighting Design I (3)

Design Technology Elective Credits — 18 hours

THEA 221 Costume History (3)  
 THEA 245 Sound Design (3)  
 THEA 250 Stage Make Up I (3)  
 THEA 311 Scenic Painting for the Theatre (3)  
 THEA 315 Scene Design II (3)  
 THEA 320 Costume Design II (3)  
 THEA 332 Lighting Design II (3)  
 THEA 375 Stage Management for the Theatre (3)  
 THEA 415 Collaborative Design Seminar (3)  
 ART 181 History of Art I (3) (LAC area 3.a.)  
 ART 182 History of Art II (3) (LAC area 3.a.)

##### 3) Theatre Studies

Required Concentration Credits — 39 hours

Students must complete all required major credits as outlined in the Theatre Arts B.A. program except:

- not required to complete THEA 250 Stage Makeup I

Required Concentration Credits — 33 hours

THEA 100 Individual Performance in Theatre (2) Take 4 hours

THEA 110 Performance in a Theatrical Production (2) Take 4 hours

THEA 150 Actor's Lab (1)

THEA 225 Theatre in Film (3)

THEA 241 Seminar in Theatre Arts Management (1-2) Take 3 hours

THEA 373 Playwriting (3)

MUS 140 Introduction to Music (3)

ART 190 Art Appreciation (3)

MIND 288 Contemporary Arts Connections (3)

ENG 312 Shakespeare in Context: Histories and Comedies (3)

ENG 313 Shakespeare in Context: Tragedies and Romances (3)

Elective Concentration Credits — 6 hours

THEA 130 Introduction to the Theatre (3)

THEA 220 Costume Design I (3)

THEA 308 Theatre Workshop (1-4) Take 2 hours

THEA 375 Stage Management for the Theatre (3)

THEA 401 Practicum in Theatre (1-4)

THEA 422 Directed Research in Theatre (1-4)

DNCE 167 Ballroom Dance I (2)

MT 296 Musical Theatre History (3)

ENG 314 Shakespeare in Context: Poetry (3)

MIND 293 Play as a Route to Insight and Creation (3)

MIND 297 Creativity in the Arts (3)

Note(s): No more than 2 credit hours may be taken in any combination of THEA 401 or THEA 422.

#### Required Specified LAC Credits — 6 hours

LAC area 3. Arts and Humanities

THEA 296 History of Theatre I (3)

THEA 297 History of Theatre II (3)

#### Elective LAC Credits — 34 hours

#### Elective University-Wide Credits — 17-25 hours

Note(s): Any student receiving a grade of "D+" or lower in a course in the required core or concentration area must retake the course until a grade of "C-" or higher is achieved.

First semester (non-Design Technology Concentration Area) freshmen do not take THEA 100 Individual Performance in Theatre, but are required to take THEA 100 or THEA 100 all other academic year semesters in residence.

Attendance at or involvement in all productions of the Little Theatre of the Rockies is required during residency.

The Colorado Commission on Higher Education and this program requires the completion of a yearly assessment process. The assessment, which includes an evaluation of your year's progress as well as a yearly audition or interview, may be the basis of your continuance in this program area.

## Secondary Teaching Emphasis

### Degree Requirements — 125 Credits

#### Required Major Credits — 46 hours

THEA 135 Playscript Analysis (3)  
 THEA 149 Orientation to Technology (3)  
 THEA 160 Beginning Acting (3)  
 THEA 190 Stage Speech I (2)  
 THEA 240 Beginning Stage Directing (3)  
 THEA 250 Stage Make Up I (3)  
 THEA 255 Creative Drama (3)  
 THEA 260 Scene Study (3)  
 THEA 275 Stage Movement I (2)  
 THEA 340 Workshop in Directing I (3)  
 THEA 380 Design fundamentals for Secondary Education (3)  
 THEA 385 Methods of Teaching Drama (3)  
 THEA 440 Directing the One-Act Play (3)

Complete the following:

THEA 100 Individual Performance in Theatre (10)  
 (This requirement may be met by taking a minimum of 6 credits of THEA 100; the remaining 4 credits may be taken with a combination of THEA 100 and THEA 110 credits.)

#### Required Specified LAC Credits — 6 hours

LAC area 3. Arts and Humanities

THEA 296 History of Theatre I (3)

THEA 297 History of Theatre II (3)

#### Elective LAC Credits — 34 hours

#### Required PTEP Credits — 38 hours

See "Secondary PTEP" on page 134. & "Theatre Arts B.A. — PTEP" on page 136

## ENDORSEMENT PROGRAMS

EBS

### BILINGUAL BICULTURAL EDUCATION - ENDORSEMENT

#### Elementary Education & Secondary Education Endorsement Requirements — 24 Credits

The Bilingual Bicultural Education Endorsement (Linguistically Diverse Education Specialist: Bilingual Education) is administered by Hispanic Studies. This program is designed for Elementary and Secondary education licensure students and students earning a K-12 ESL Endorsement. Students will acquire Spanish language skills, knowledge of children's literature in Spanish, and knowledge of K-12 curriculum in Spanish.

The completion of the K-12 ESL Endorsement is a requirement for anyone enrolling in the Bilingual Bicultural Endorsement. Students must *also pass the ESL PLACE exam.*

#### Required Credits — 21 hours

SPAN 201 Intermediate Spanish I (3)  
SPAN 202 Intermediate Spanish II (3)  
SPAN 301 Spanish Grammar (3)  
SPAN 302 Spanish Composition (3)  
SPAN 303 Spanish Conversation (3)  
SPAN 412 Spanish for Bilingual Education (3)  
SPAN 455 Literature for Children and Adolescents (3)

#### Required Supporting Credits — 3 hours

EDLD 450 Literacy/Content Instruction in Bilingual Classrooms (3)

**Note(s):** Students must pass the Hispanic Studies Oral Proficiency interview in Spanish at the advanced level before being allowed to enter student teaching. Students earning an Elementary license will student teach in bilingual classrooms.

It is recommended that Bilingual Bicultural Endorsement candidates take at least one of the following courses: MAS 110 Contemporary Chicano Literature (3), MAS 280 Topics in Chicana/Chicano Art and Culture (3), MAS 301 Mexican American Politics and Leadership (3) or MAS 395 Topics in Gender Issues (3)

EBS

### EDUCATIONAL INTERPRETING CERTIFICATE PROGRAM

#### Endorsement Requirements— 30 Credits

**Note(s):**The Educational Interpreting Certificate Program is a 30-credit hour program of specialized coursework designed for K-12 Sign Language Interpreters. The program addresses essential interpreting skills and knowledge sets to effectively interpret for students who are deaf or hard of hearing. Program outcomes satisfy Colorado Department of Education employment standards.

#### Required Credits — 30 hours

EDI 101 Field of Interpreting (1)  
EDI 111 Child and Language Development (1)  
EDI 112 Language and Learning in Deaf Children (2)  
EDI 113 Deaf Education (1)  
EDI 114 Educational Interpreting (1)  
EDI 121 Languages and Sign Systems (1)  
EDI 122 Discourse Analysis: Language Use in Education (1)  
EDI 124 Discourse Analysis: Interpreting Discourse (1)  
EDI 131 Skills Development Lab I: Foundational Skills (4)  
EDI 132 Skills Development Lab II: Language Mentorship (1)  
EDI 133 Skills Development Lab III: Language Mentorship (1)  
EDI 211 Curriculum Methods and Materials K-12 (1)  
EDI 212 Tutoring Techniques (1)  
EDI 223 Communication Assessment: Techniques for Educational Interpreters (1)  
EDI 231 Skills Development: K-12 Content Areas (2)  
EDI 232 Skills Development: K-12 Non-content Areas (2)  
EDI 233 Skills Development Lab IV: Interpreting (3)  
EDI 234 Professional Educational Interpreter (1)  
EDI 238 Portfolio (2)  
EDI 280 Internship: Educational Interpreting (2)

EBS

### LEADERSHIP AND SUPERVISION CERTIFICATE

#### Endorsement Requirements — 12 Credits

The Leadership and Supervision Certificate Program (LSCP) is a 4-course series of online, specialized coursework designed for individuals working in or aspiring to positions as lead interpreters, mentors, supervisors or leaders within an ASL-English Interpreting system. It is a series designed to provide students with effective strategies and tools for addressing and managing real-world issues and challenges faced in a variety of fast-growing and rapidly changing interpreting systems. Problem solving and decision-making will be enhanced through the critical examination of cutting-edge research, theories and practice.

#### Prerequisites:

INTR 112 Theory and Practice of Interpreting (3)  
*and*

INTR 311 Community and Identity: A Service Learning Experience (2)

*or*

Certified Member in the Registry of Interpreters for the Deaf

*or*

Educational Interpreting Performance Assessment of 4.0 or higher

#### Required Credits — 12 credits

INTR 405 Supervision of Interpreting Systems (3)

INTR 406 Leadership in Interpreting (3)

INTR 460 Ethics in Leadership (3)

INTR 461 Conducting Diagnostic Assessments for ASL-English Interpreters (3)

**Note(s):** A 3.0 GPA must be achieved to earn the Professional Development Certificate.

EBS

### TEACHING ENGLISH AS A SECOND LANGUAGE - ENDORSEMENT

#### Elementary Education & Secondary Education Endorsement Requirements — 18 Credits

#### K-12 ESL Endorsement — 18 hours

This endorsement program in Teaching English as a Second Language (ESL) provides the student with the study of the structures of English and with the theory and practice related to the teaching of English as a second language. Students successfully completing this program will be recommended for the Linguistically Diverse: English as a Second Language K-12 endorsement. This program must be completed in conjunction with the Elementary Education or Secondary Education licensure program. This program is administered by Hispanic Studies.

#### Required Credits — 15 hours

MAS 100 Introduction to Mexican American Studies (3)

MAS 275 Education of Mexican American Students (3)

TESL 301 TESL Practicum I (2)

TESL 302 TESL Practicum II (1-2)

TESL 350 Second Language Acquisition (3)

TESL 400 Methods and Approaches of ESL/EFL (3)

**Note(s):**Students must complete a second language requirement equivalent to *one* year of college level studies.

#### Required supporting credits — 3 hours

ENG 318 Traditional and Modern Grammars (3)

*or*

ENG 419 English Linguistics (3)

**Note(s):**FL 395, MAS 275, EDFE 110, and TESL 400 must be completed prior to doing TESL Practica. Students must student teach in an ESL-based school. Students may complete MAS 100 Introduction to Mexican American Studies as part of General Education requirements. Students cannot do TESL 301 Practicum with Block 1 or Block 2.

# TEACHER EDUCATION ENDORSEMENT: PROFESSIONAL TEACHER EDUCATION PROGRAMS (PTEP)

## INTRODUCTION

The University of Northern Colorado offers four Professional Teacher Preparation Programs (PTEP) that are designed to prepare teacher education candidates for Colorado Licensure. The 2005-2006 Professional Teacher Education Programs include: Elementary Education (K-6), Secondary Education in specific teaching areas (7-12), and K-12 Education in the areas of Physical Education, Music Education, Visual Arts Education, and Special Education.

A list of program outcomes for students who complete the University's teacher education program are available at [www.unco.edu/sstte/int\\_lic/secondary/sec\\_outcome.htm](http://www.unco.edu/sstte/int_lic/secondary/sec_outcome.htm).

A student interested in obtaining a Colorado Provisional Teacher License must apply, be admitted to, and complete one of the Professional Teacher Education Programs. Students who have completed a baccalaureate degree, but do not hold a Colorado teacher license, are encouraged to contact the School of Teacher Education and the Department of Educational Foundations and Curriculum Studies in McKee 216 to receive information on post-baccalaureate programs for teacher licensure.

Full licensure program descriptions can be found in the section on licensure and endorsement programs at the end of the College of Education and Behavioral Sciences section of this catalog.

Please See "Teacher Education: Professional Teacher Education Programs (PTEP)" on page 81.

### Standards of Professional Practice for Continuation

Students admitted to professional teacher education programs are expected to maintain accepted standards of professional behavior in all aspects of their work in their program.

Appropriate program faculty will periodically review the suitability of candidates for continuation in their professional teacher education program. Students who do not attain or uphold such standards are subject to academic sanctions, including denial, suspension or dismissal from the professional teacher education program.

### PTEP Course Requirements

Each PTEP (Elementary, Secondary; K-12) requires a set of courses and instructional experiences that all students seeking initial licensure must complete regardless of their major. The program ensures that quality and consistency will be available and required of all who wish to teach. Admission to a PTEP is a selective process based on specific criteria. Additional information can be found within the specific major course or licensure area requirements

### Student Teaching Requirement

All teacher education candidates must pass a State of Colorado mandated test prior to entry into student teaching.

## PROGRAM COMPLETION AND LICENSURE

Candidates for initial Colorado Licensure are required by the Colorado Department of Education to demonstrate competence in content area knowledge (academic major) by successfully passing a state mandated test. Students who wish to take the test must register for the Program of Licensing for Colorado Educators (PLACE) examination directly with National Evaluation Systems. Test catalogs, testing dates and more information are available from the School of Teacher Education and the Department of Educational Foundations and Curriculum Studies in McKee 216.

Upon satisfactory completion of a teacher education program and any additional requirements imposed by state law, a student is eligible for institutional recommendation to the Colorado Department of Education for licensure in the State of Colorado. Recommendations for licensure are made only when students have successfully completed an approved teacher education program. A recommendation for licensure cannot be made when a student has completed only a teaching minor.

Upon completion of an approved program a student may be recommended for licensure in states other than Colorado. Completion of the UNC program does not assure licensure in other states, as there may be specific requirements not found in the Colorado requirements. Students expecting to seek licensure in other states should check with the School of Teacher Education and the Department of Educational Foundations and Curriculum Studies in McKee 216 or correspond with the respective State Department of Education early in their program to learn of any additional requirements.

### PTEP/Licensure/Endorsement Areas

Programs listed under PTEP, Licensure and Endorsement areas have been approved by the Colorado State Board of Education for licensure/endorsement.

Additional information regarding licensure/endorsement areas is available through the School of Teacher Education and the Department of Educational Foundations and Curriculum Studies in McKee 216.

- Please See "Elementary PTEP" on page 134.
- Please See "Secondary PTEP" on page 134.
- Please See "K-12 PTEP" on page 137.
- Please See "Endorsement and Licensure Programs" on page 220.
- Please See "Endorsement and Licensure Programs" on page 220.

## EARLY CHILDHOOD PTEP

### Degree Requirements — 124-125 Credits (minimum)

Early Childhood Education PTEP will prepare teacher candidates to serve an early childhood population (ages birth through 8) in a variety of settings, and lead to state licensure in early childhood education. The degree and PTEP are offered jointly with AIMS Community College. Students in this program will take courses at AIMS and UNC.

Please See "Early Childhood Education Emphasis" on page 107.

**Liberal Arts Core — 40 hours.** Please See "The Liberal Arts Core" on page 75.

**Interdisciplinary Studies: Early Childhood Education Emphasis —** Please See "Early Childhood Education Emphasis" on page 107.

### PTEP Prerequisite Courses — 19-20 Hours

- EDEC 360 School Programs for Young Children (3)
- EDEC 400 Child Development in Context (0-8 years) (3)
- EDEC 450 Family Diversity and Involvement in Early Childhood Education (3)
- EDEC 455 Creative Expression and Play in Early Childhood (3)
- EDEL 360 Service Learning Experience (2)
- EDSE 430 Exceptional Student in the Elementary Classroom (2)
- EDRD 410 Achieving Effective Instruction in Developmental Reading (3)
- ET 247 Technology in Education for Elementary Teaching (1)

or

EDU 261 (3) Teaching, Learning and Technology (Aims community college course)

### PTEP Core Courses — 25 hours

- Block I (3.0 GPA is required)*
- EDEC 460 Early Childhood Curriculum I Language Arts and Social Studies (4)
- EDEC 462 Classroom Management in Early Childhood (3)
- EDEC 480 Early Childhood Curriculum II Mathematics and Science. (6)
- Block II (3.0 GPA is required)*
- EDEC 490 Early Childhood Student Teaching (12)

Admissions



2.75 GPA is required. Work experience and recommendations will be considered.

*Program Checkpoints*

**EDFE 110 Initial PTEP Application (0)**(Must be taken in the semester before EDEC 360.)

**EDFE 120 Full Admission to PTEP Application (0)**(Must be taken in the semester before Block I.)

**EDFE 130 Student Teaching Application (0)**(Must be taken in the semester before Block II.)

## ELEMENTARY PTEP

### Interdisciplinary Studies, Liberal Arts Emphasis

#### Degree Requirements — 126 Credits

The Elementary Professional Teacher Education Program (PTEP) is designed to prepare students to be licensed teachers at the K-6 level.

For additional information: *Please See "Elementary Education: Professional Teacher Education Program" on page 12.*

#### Required LAC Program — 40 hours

Please See "The Liberal Arts Core" on page 75.

#### Interdisciplinary Studies Degree program — 42 hours

#### Required Elementary PTEP courses — 44 hours

*Prerequisite courses — 13 hours*

(2.75 GPA and sophomore status are required for all courses)

EDEL 350 Emergent Literacy (3)

EDF 370 Social Foundations of Education (3)

EDSE 430 Exceptional Student in the Elementary Classroom (2)

ET 247 Technology in Education for Elementary Teaching (1)

ET 347 Educational Technology Applications for Elementary Teaching (1)

PSY 347 Educational Psychology for Elementary Teachers (3)

*Teacher Education Core — 14 hours*

(may be taken before, during, or after Literacy Block)

ART 444 Methods of Teaching Art in the Elementary School (1)

CH 303 Health Education in the Elementary School (1)

EDEL 450 Integrated Social Studies and Mathematics Methods (4)

MUS 305 Music Methods for Elementary Teachers (1)

SCED 475 Teaching Science in the Elementary School (3)

recommended to be taken with Literacy Blocks

SES 403 Physical Education Methods for Elementary Teachers (1)

TESL 370 Teaching English Language Learners in the Elementary Education Classroom (3)

or

TESL 400 Methods and Approaches of ESL/EFL (3) ESL Concentration only

*Literacy Block — 5 hours (3.0 GPA required)*

EDEL 445 Intermediate Literacy (3)

EDEL 446 Literacy Practicum (2)

*Student Teaching Block—12 hours (3.0 GPA required)*

EDEL 453 Effective Instruction in Elementary School: Social Studies and Mathematics (2)

EDEL 454 Student Teaching in Elementary School (10)

*Program Checkpoints — 0 hours*

**EDFE 110 Initial PTEP Application (0)** Must be taken in the semester before EDEL 350

**EDFE 120 Full Admission to PTEP Application (0)** Must be taken in the semester before Literacy Block.

**EDFE 130 Student Teaching Application (0)** Must be taken in the semester before Student Teaching Block

#### Center For Urban Education

The Center for Urban Education is an elementary teacher preparation program leading to a Bachelor's degree and Colorado licensure. Housed in the UNC campus at Lowry in Denver, the Center offers a broad-based course of study that ensures its graduates are academically well-rounded and practically prepared for teaching in a full range of elementary classroom environments. Students are employed in area schools as paraprofessionals every morning (a four-year apprenticeship with college credit) and attend academic classes in the afternoon at the Center.

#### Required LAC Program — 40 hours (see page 70)

#### Interdisciplinary Studies Degree program — 42 hours

#### Liberal Arts Emphasis B.A. (IDLA), see page 103

#### CUE students take the ESL Concentration (see page 105)

#### Program Checkpoints (0 hours)

EDFE 110 Initial PTEP Application (0)

EDFE 120 Full Admission to PTEP Application (0)

EDFE 130 Student Teaching Application (0)

#### PTEP Courses (44 hours)

CH 303 Health Education in the Elementary School (1)

EDEL 359 Emergent Literacy, Pre-K Through Grade 3 (1)

EDEL 461 Integrated Science Methods I (1)

EDEL 462 Integrated Science Methods II (1)

EDEL 463 Integrated Science Methods III (1)

EDEL 464 Integrated Literacy Methods - Writing Process (1)

EDEL 465 Integrated Literacy Methods -Literature Response and Classroom Application (1)

EDEL 466 Integrated Literacy Methods - Strategic Literacy and Instruction (1)

EDEL 467 Integrated Literacy Methods - Diagnosis, Individualism and Assessment (1)

EDEL 468 Integrated Literacy Methods - Reading and Writing Across the Curriculum (1)

EDEL 471 Integrated Instruction in Elementary School Social Studies - Geography (1)

EDEL 472 Integrated Instruction in Elementary Social Studies - History (1)

EDEL 473 Integrated Instruction in Economics and Citizenship Education (1)

EDEL 474 Integrated Elementary Math Education I (1)

EDEL 475 Integrated Elementary Math Education II (1)

EDEL 476 Integrated Elementary Math Education III (1)

EDEL 477 Integrated Elementary Art Education (1)

EDEL 478 Integrated Elementary Music Education (1)

EDEL 479 Integrated Elementary Physical Education (1)

EDF 370 Social Foundations of Education (3)

EDFE 170 Introduction to Field Based Experience (1-3) Three semesters, 1 credit each

EDFE 370 Advanced Field Based Experience (1-3) Three semesters, 1 credit each

EDFE 444 Supervised Teaching (1-15) Take 6 credits

EDSE 430 Exceptional Student in the Elementary Classroom (2)

ET 247 Technology in Education for Elementary Teaching (1)

ET 347 Educational Technology Applications for Elementary Teaching (1)

FL 395 Special Topics (1-4 credits) Three semesters, 1 credit each

PSY 347 Educational Psychology for Elementary Teachers (3)

PSY 347 Educational Psychology for Elementary Teachers (3)

PSY 347 Educational Psychology for Elementary Teachers (3)

## SECONDARY PTEP

#### Degree Requirements — 120-128 Credits (minimum)

The Secondary Professional Teacher Education Program is designed to meet the licensure requirements for teaching at the secondary levels (grades 7-12). For additional information: *Please See "Teacher Education: Professional Teacher Education Programs (PTEP)" on page 81.*

#### Required LAC Program — 40 hours

#### Required Content Major — 38-50 hours

#### Required Secondary PTEP Courses — 38-41hours

*The following three courses are to be taken concurrently during the first semester of your program (7 semester hours):*

STEP 161 Observation and Analysis of Secondary Teaching I (2)

EDF 366 Conceptions of Schooling: Context and Process (4)

ET 249 Technology in Education for Secondary Teaching (1)

*The following three courses are to be taken concurrently (8 hrs):*

STEP 262 Observation and Analysis of Secondary Teaching II (2)

EDSE 360 Adaptation, Modification, and Integration of Curriculum for the Secondary Exceptional Learner (3)

PSY 349 Educational Psychology for Secondary Teachers (3)

*The following four courses are to be taken concurrently (9-12 hrs)*

STEP 363 Clinical Experience: Secondary (2)

EDRD 340 Developing Language and Literacy in the Content Areas (3)

ET 349 Educational Technology Applications for Secondary Teaching (1)

### Content Area Methods (3-6)

Students will select their content method courses from the following:

EED 341 Methods and Materials for Teaching Language and Composition in the Secondary School (3)

or

EED 541 Methods and Materials for Teaching Language and Composition in the Secondary School (3)

EED 402 Methods for Teaching Literature in Secondary Schools (3)

FL 341 Methods of Teaching in the Secondary School (3)

GEOG 410 Teaching Geography in Secondary Curriculum (1)

HIST 400 Teaching History in the Secondary Curriculum (1)

SOSC 341 Teaching Secondary Social Studies (3)

SCED 441 Methods of Teaching Secondary School Science (3)

MED 441 Methods of Teaching Mathematics (3)

COMM 352 Methods of Teaching Speech Communication (3)

THEA 385 Methods of Teaching Drama (3)

Complete the following course:

STEP 464 Secondary Student Teaching (14)

**Notes:** Students will make formal application and complete admission requirements while enrolled in STEP 161. A minimum grade point average of 2.50 is required prior to enrollment. First semester transfer students may enroll their first semester on campus and the GPA will be evaluated at the end of the semester.

### Post Baccalaureate or Second B.A.

Students who have completed a Bachelors degree in one of the 14 major's, licensed in the Secondary PTEP, may enroll in the program as a Post Baccalaureate candidate. Post Baccalaureate candidates complete the same PTEP field experiences and coursework as listed above. Eligible students should apply through the Graduate School and meet with the Secondary PTEP coordinator for advisement regarding the program.

Students who have completed a Bachelors degree in an area other than those licensed in the Secondary PTEP may enroll in the program as a teacher candidate seeking a second B.A. Students eligible for this status should make an appointment with the Secondary PTEP coordinator for advisement regarding the program.

## SECONDARY ENDORSEMENT PROGRAMS

### AFRICANA STUDIES B.A. — PTEP

See "Africana Studies B.A." on page 19.

"Africana Studies, B.A." on page 85

### BIOLOGICAL SCIENCES B.S. — PTEP

See "Biological Sciences B.S." on page 30.

"Biology Secondary Teaching Emphasis" on page 90

### CHEMISTRY B.S. — PTEP

"Secondary Teaching Emphasis (ACS Certified)" on page 96

All students in the program must take an assessment examination before graduation. Students wishing to participate in the Honors Program should consult their advisors about LAC selections and other requirements.

### COMMUNICATION STUDIES B.A. — PTEP

"Secondary Teaching Emphasis" on page 97

Students wishing to be admitted to the Professional Teacher Education Program (PTEP) in Communication Studies must have a minimum of 3.0 GPA for all courses completed in Communication Studies.

A Communication Studies major may apply for admission to the Professional Teacher Education Program (PTEP) when he or she has obtained a "B" or better in a minimum of six (6)

semester hours of COMM prefix courses taken at the University of Northern Colorado. Majors must maintain a 3.0 GPA for COMM prefix courses.

Before being permitted to apply for student teaching, a Communication Studies major must have successfully completed at least 27 hours in the major, be approved by the faculty of the program, and have at least a 3.0 grade point average in those courses taken at UNC.

To be recommended by the program for teacher licensure, the student must have at least a 3.0 grade point average at the completion of his or her program in courses counting toward the major and that were taken at UNC and be endorsed by Communication Studies faculty.

### EARTH SCIENCES B.S. — PTEP

"Secondary Teaching Emphasis" on page 100

"Earth Sciences B.S." on page 34

As part of their Professional Teacher Education Program students must take SCED 441 Methods of Teaching Secondary School Science (3).

A grade point average of 2.5 in the major courses is required to receive approval for admission to the Professional Teacher Education Program, for eligibility to student teach, and for graduation.

### ENGLISH B.A. — PTEP

"Secondary Teaching Emphasis" on page 101

Must be completed after PTEP Phase II and before PTEP Phase IV:

EED 341 Methods and Materials for Teaching Language and Composition in the Secondary School (3) Offered only in Spring

STEP 363 must be taken concurrently with EED 402 Methods for Teaching Literature in Secondary Schools (3)

PTEP provisional admission: completion of at least two courses in the major at UNC with a minimum grade point average of 2.5 in the major.

Admission to Phase III:

1. complete at least 30 hours in the major with a grade point average of 2.75 with no grade lower than a C.
2. retake major courses when a grade of "D" or "F" is received for a grade of "C" or better (C- is not acceptable).

### FOREIGN LANGUAGE B.A. — PTEP

#### French Secondary Teaching Emphasis

"French Secondary Teaching Emphasis" on page 102

#### German Secondary Teaching Emphasis

See "German Secondary Teaching Emphasis" on page 102.

Additional degree requirements:

See "Foreign Languages B.A." on page 20.

A 2.5 grade point average is required before students may seek approval for full admission to the Secondary Professional Teacher Education Program and to be recommended for teacher licensure.

Students must meet all requirements for the Secondary Professional Teacher Education Program as described in this Catalog, including STEP 363, Clinical Experience (3 credit hours) to be taken concurrently with the Methods course, FL 341.

In order to obtain approval for a student teaching assignment, a French or German teaching major must have obtained a grade of (3.0) or better in FL 341 and have successfully passed the program oral proficiency exam. (Consult advisor.)

Teaching skills are developed through advising and consultation with program faculty, through FL 341, and through the courses in the Secondary Professional Teacher Education Program (PTEP).

In order to be recommended for teacher licensure, a 2.5 grade point average is required at the completion of the program in those courses that count toward the major and that were taken at UNC.

## **GEOGRAPHY B.A. — PTEP**

See “Secondary Teaching Emphasis” on page 103.

No geography teaching major may apply for admission to the Professional Teacher Education (PTEP) program until he or she has passed at least 15 semester hours of courses in the major, at least 6 hours of which must have been taken at the University of Northern Colorado.

To be admitted to PTEP, a student must have a 2.75 grade point average in those courses counting toward his or her major that were taken at UNC and must have taken at least three courses with the GEOG prefix.

In the Secondary PTEP, students must take both SOSC 341 and GEOG 410.

Before being permitted to apply for student teaching, a student must have successfully completed at least 30 hours in the major and maintained a 2.67 grade point average in major courses taken at UNC.

## **HISTORY B.A. — PTEP**

“Secondary Teaching Emphasis” on page 104

“History B.A.” on page 17

The History Secondary Education major should follow the phase program delineated by the STEP program.

No history major may apply for admission to the PTEP program until completion of at least 15 semester hours in the major. At least 9 of these hours must have been taken at the University of Northern Colorado. To be admitted to the Secondary PTEP in History (Phase III), a student must have a B- grade point average in courses counting toward the major and taken at UNC.

Before being permitted to apply for student teaching, a history major must have completed successfully 27 hours in the major and have at least a B- grade point average in major courses taken at UNC.

PTEP Students majoring in history are required to take:

**SOSC 341 Teaching Secondary Social Studies (3)** and  
**HIST 400 Teaching History in the Secondary Curriculum (1)**

## **MATHEMATICS B.S. — PTEP**

See “Secondary Teaching Emphasis” on page 113.

In the secondary PTEP, students must take MED 341 and MED 441.

For admission to PTEP, the student must have:

- completed MATH 131 and MATH 132 (with a grade of “C” or better (C- is not acceptable));
- completed at UNC at least two content courses that may count toward the Math major;
- a GPA of at least 2.5 in all content courses taken at UNC that may count toward the major.

For admission to Student Teaching, the student must have:

- satisfactorily completed at least 30 semester hours of content courses that may count toward the math major, including: MATH 221, MATH 321 and MATH 341;
- satisfactorily completed Phases One, Two and Three of the Secondary Teacher Education Program;
- a GPA of at least 2.5 in content courses taken at UNC that may count toward the major.

The GPA in the content courses will be computed by the School of Mathematical Sciences according to procedures approved by the faculty that are in place at the time the student's application for admission to PTEP, or to student teaching, or for graduation.

Content courses that may count toward the major are those mathematics, statistics and/or computer courses specified in the Catalog as required courses for the major, or as program electives in the major.

It is recommended that students take MED 272, Mathematics Tutoring, for two semesters.

## **PHYSICS B.S. — PTEP**

“Secondary Teaching Emphasis” on page 120

**PHYS 343 Electronics (4)** (Strongly recommended)

**MATH 233 Calculus III (4)** (May be substituted for PHYS 320)

## **SOCIAL SCIENCE B.A. — PTEP**

“Social Studies and Secondary Grades Teaching Emphasis” on page 124

Students must earn a grade of “C” or better (C- is not acceptable) in all history and social sciences courses.

A minimum of 21 semester hours of the total 27 hours required in concentrations must be at the 300-400 level.

To be recommended for admission to PTEP students must complete a minimum of 12 semester hours in the major (at least 9 hours at UNC) encompassing three different social studies major disciplines with a B- (2.67) grade point average or higher in those courses taken at UNC and counting toward the major. Social science majors must successfully complete at least 30 hours in the major with a B- (2.67) grade point average or above in courses taken at UNC prior to applying for student teaching and complete SOSC 341 with a grade of “C” or better (C- is not acceptable).

## **SPANISH B.A. — PTEP**

“Secondary Teaching Emphasis” on page 126

Students wishing to be licensed must complete FL 341.

It is recommended that Spanish majors take HIST 118 and either HIST 314 or HIST 315.

In order to gain permission to apply for student teaching, a Spanish major must successfully pass the program's oral proficiency interview.

All Spanish language courses to be counted for the major and minor must be beyond the first year level.

Courses with the SPAN prefix are taught in Spanish and courses with the HISP prefix are taught in English.

## **THEATRE ARTS B.A. — PTEP**

“Secondary Teaching Emphasis” on page 131

Admission to the Bachelor of Arts in Theatre Arts, Teaching Emphasis degree program is by interview only.

In addition to fulfilling program procedures and course requirements, a theatre education emphasis student must have and maintain a minimum grade point average of 3.0 in Theatre Arts and a 2.80 GPA for overall University coursework. Failure to do so will result in the student's discontinuance from the Theatre Arts/Education emphasis.

All Theatre Education emphasis majors must demonstrate professional promise as a teacher to the satisfaction of the Theatre Arts Faculty.

The Theatre Arts program requires student majors to consult with and be advised by a faculty member teaching in the program.

A teaching minor is highly recommended. Students must remember that in the public schools of the State of Colorado more than half the teaching load must be done in the area of licensure. A student desiring this licensure should be prepared for many additional requirements in content and in methods and observation in the minor field.

This program meets the current licensure requirements for teaching drama in the secondary schools of Colorado.

This program meets the current minimum requirements of the North Central Association for teachers of drama.

Attendance at or involvement with all productions of the Little Theatre of the Rockies is required during residency.

The Colorado Commission on Higher Education and this program require the completion of a yearly assessment process in this emphasis area. The assessment, which includes an evaluation of your year's progress as well as a yearly audition or interview, may be the basis of your continuance in this emphasis area.



Any student receiving a grade of “D” or lower in a course in the emphasis must retake the course until a grade of “C” or better (C- is not acceptable) is achieved.

THEA 385 is a PTEP requirement taken concurrently with STEP 363. Any student receiving a grade of “D” or lower in a course in the emphasis must retake the course until a grade of “C” or better (C- is not acceptable) is achieved.

Students who are in theatre education must apply for admission to the Professional Teacher Education program (PTEP). Students are responsible for familiarizing themselves with the requirements in the PTEP section of the catalog. It is recommended that application for PTEP be made during the sophomore year, or after completing 30 semester hours of University coursework and no later than the first semester of the junior year. Students must complete the College of Education and Behavioral Sciences PTEP requirements (see Theatre Education advisor).

## K-12 PTEP

### Degree Requirements — 120-128 Credits

The University of Northern Colorado prepares K-12 teachers in the areas of art, music, physical education and special education. The focus of the K-12 Professional Teacher Education Program (PTEP) is to prepare new teachers who will be familiar with the process of reflective teaching in such a way that they are able to continue growing and developing towards becoming master teachers. The emphasis of the K-12 program is on content and pedagogy within the context of the major discipline. Within the K-12 program, prospective teachers are involved in a series of structured clinical and field experiences with kindergarten through high school students in order to integrate effective pedagogical strategies with appropriate classroom content.

In addition to their content program, all prospective teachers in the K-12 PTEP take a common pedagogical core that complements their respective programs. For additional information: *Please See “Teacher Education: Professional Teacher Education Programs (PTEP)” on page 81.*

### Required LAC Credits — 40 hours

### Required Program PTEP Requirements — 11-43 hours

### Required Major Credits — 43-46 hours

### K-12 Program Area Requirements — 11-43 hours

### (Music Education, Physical Education, Visual Arts: Art Education and Special Education)

### K-12 Required PTEP Core coursework — 26-33 hours

EDFE 270 Field Based Experience (2)\*

EDF 366 Conceptions of Schooling: Context and Process (4)

Complete one of the following courses, based on preferred teaching level:

PSY 347 Educational Psychology for Elementary Teachers (3)

PSY 349 Educational Psychology for Secondary Teachers (3)

Complete the following courses:

EDRD 340 Developing Language and Literacy in the Content Areas (3)

EDSE 433 Exceptional Students in the Regular Classroom (2)

EDFE 444 Supervised Teaching (1-15)

**Note(s):**\*Physical Education (SES) majors only: EDFE 170 and SES 266 are the required courses in lieu of EDFE 270.

Students completing a licensure program in Music, Visual Arts and Special Education will make formal application while enrolled in EDFE 270. Physical Education (SES) students will make formal application while enrolled in SES 266. A minimum grade point average of 2.50 is required prior to enrollment. First semester transfer students may enroll their first semester on campus and the GPA will be evaluated at the end of the semester. In addition to courses required in the major, students will also be required to complete the courses listed under Professional Teacher Education programs located in the beginning of the Catalog. Students wishing to take pedagogical core courses concurrent with EDFE 270 should contact their major program.

## K-12 ENDORSEMENT PROGRAMS

### ART & DESIGN, B.A. — PTEP

“Art K-12 Teaching Emphasis” on page 88

Students who are in art education must apply for admission to the Professional Teacher Education program (PTEP). Students are responsible for familiarizing themselves with the requirements in the PTEP section of the catalog. At the time application is made to PTEP, the student must also apply for the Art Education/PTEP.

Full admission to the art education PTEP requires satisfactory completion of COMM 100 and COMM 103, equivalent courses from another school, or demonstrated competency in oral English by approved proficiency examination.

Application to the Art Education/PTEP requires the completion of EDFE 270. Art education students must complete this requirement by taking one semester hour in an elementary art classroom and one semester hour in a secondary art classroom or in an equivalent situation with elementary or secondary age students.

It is recommended that application for PTEP be made during the sophomore year, or after completing 30 semester hours of University coursework and no later than the first semester of the junior year. Application to PTEP must be made at the beginning of the semester. Application to PTEP requires the student to have declared a major in art. A copy of the requirements for admission to PTEP should be obtained from the art education advisor before making application for PTEP.

In addition to fulfilling program procedures and course requirements, an art education student must have and maintain a minimum grade point average of 3.0 in Art and a 2.80 GPA for overall University coursework. Failure to do so may result in the recommendation to discontinue the art education emphasis.

Before receiving approval to student teach, an art education student must complete the Comprehensive Art Education PTEP review. The review is scheduled each semester of the academic year. Students are advised to complete the review at least one semester before the semester they plan to student teach. In order to take the comprehensive review, students must have completed the prerequisites and be currently enrolled in the art education emphasis.

The PTEP review will evaluate students on their knowledge and successful demonstration of: professional portfolio preparation of art work, mastery of media and techniques, the elements and principles of art, content in art work, art history and cultures, and verbal and written critical analysis. The PTEP review also assesses knowledge and successful demonstration of art education pedagogy. All students preparing for the review should work closely with their advisor.

The PTE committee will determine whether the student: satisfactorily passes the review and is approved to student teach; passes with stated conditions that must be met before gaining approval to student teach; or fails to pass the review. A student who fails the review will not be approved to student teach, but may apply for a second review the following semester. Failure to pass the review a second time will be considered grounds for terminating the student's art teacher licensure program. The decision of the committee on a second review may be appealed.

Eligibility to student teach is based on the satisfactory completion of the Art Education PTEP review, required and elective art courses, required art education courses, PTEP courses, PLACE examination and exit or competency examinations as they pertain.

Art students who are not in the art education emphasis and are not seeking licensure, may enroll in art education courses to provide background for teaching art in the helping professions and other related areas, such as community art centers. Appropriate advising is recommended to plan a suitable course of study for a non-licensure program

## MUSIC EDUCATION, B.M.E. — PTEP

[“Instrumental Music K-12 Teaching Emphasis” on page 117](#)

[“Vocal, Piano and General Music K-12 Teaching Emphasis” on page 117](#)

### Music Education PTEP Requirements:

A teacher candidate must meet an oral English proficiency requirement. Listed below are two options for meeting this requirement:

- *Option I:* Complete a university-level public speaking course taken for credit for a grade of “B” or better. At UNC, this course is COMM 100 and COMM 103. If a teacher candidate does not receive a grade of “B” or better, the student must repeat COMM 100 and COMM 103 or complete *Option II* before being fully admitted to the Professional Teacher Education Program.
- *Option II:* A teacher candidate may demonstrate oral English proficiency by making an oral presentation before a panel of selected individuals. Information regarding registration dates and evaluation procedures is available from the Career Services Office. The presentation is by appointment only. There is a fee for the oral presentation.

Students must enroll in, and satisfactorily complete, these courses each semester in residence: Individual Performance (lessons), a major musical ensemble, and MUS 100 - Recitals, Concerts and Productions.

Music Education students are encouraged to enroll in non-required music courses to increase their knowledge base and skills toward becoming a music teacher, i.e., accompanying, counterpoint, diction, ensembles, form and analysis, instrumentation, jazz pedagogy, music education methods, perceiving the arts, and upper division music history courses.

Demonstrate proficiency in functional piano. Each entering student must schedule a conference/audition with the piano faculty to determine proficiency level and recommendations for further study, if any. Students must pass a formal piano proficiency exam.

Minimum proficiency in music fundamentals and ear training as assessed by the Music Theory Placement Exam is required to enter MUS 113/114.

Each entering student must demonstrate knowledge of music literature and styles by examination. Students will receive recommendations for further study dependent upon examination results.

A Senior Recital is required. The senior recital must be performed during a semester other than the student teaching semester.

In addition to requirements for admission to the Professional Teacher Education Program as established by the Professional Education Council, music education students must meet the following requirements:

- Demonstrate an acceptable level of performance on the major instrument. Evaluation will be through jury examinations conducted by music faculty and scheduled performances in the weekly recital series.

Attain a minimum grade of “C” or better (C- is not acceptable). in the following required music theory, music ear training and sight singing courses: MUS 113, 114, 115, 116, 213, and 214, and receive a minimum overall cumulative grade point average of 2.50 in these three courses: MUS 113, 115, and 213; and a 2.5 in these three courses: MUS 114, 116, and 214. A student who is not in compliance with the GPA criterion for music theory and music ear training and sight singing courses listed above may petition in writing for further consideration through the Music Education and Music Theory programs. A student may repeat these courses as per University policy. For program purposes, the highest grade for each of the music theory and music ear training and sight singing courses listed above will be used to calculate the gpa.

- Demonstrate professional promise as a teacher to the satisfaction of the music education faculty, including an interview with the faculty at the conclusion of MUS 210 Introduction to Music Education.
- Meet all music performance and recital attendance requirements listed in the respective handbooks.

- Continue to show professional growth in becoming a music teacher.

Failure to meet the criteria listed above will result in either provisional admission or denial of admission to the PTEP Program.

## SPECIAL EDUCATION, B.A. — PTEP

[See “Special Education B.A.” on page 127.](#)

Students must have a 2.75 GPA at UNC by the time 30 semester hours are completed. First semester transfer students’ GPA will be reviewed at the end of the first semester on campus. Students must have a 3.0 GPA to enroll in EDSE 444.

Special Education majors do not take EDRD 340, EDSE 433 and EDFE 444; required major courses will meet these requirements (EDSE 201, EDRD 410 and EDSE 444).

This major allows K-12 special education teachers to learn and apply the roles and responsibilities they must perform on a daily basis:

- assess and identify students with disabilities;
- plan an Individualized Education Program in collaboration with other professionals and parents under the rules and regulations of the Individuals With Disabilities Education Act and the Colorado Exceptional Children Education Act;
- provide direct individualized instruction and interventions in learning and behavior to meet the unique needs of students with disabilities; provide support to students with disabilities in the Liberal Arts Core (LAC) curriculum through consultation and collaboration with Liberal Arts Core teachers; and provide adaptations and support systems in collaboration and consultation with LAC teachers; thereby providing an advantage to the student attaining this degree over those preparing to teach with a Liberal Arts Degree.

## SPORT AND EXERCISE SCIENCE, B.S. — PTEP

[“Physical Education K-12 Teaching Emphasis” on page 130](#)

**Admission Criteria.** Prior to enrollment in SES 266 students must have a minimum overall grade point average of 2.5, completed a minimum of 30 credit hours, completed a minimum of 9 credits in the K-12 Physical Education major (“C” or better), and achieved a minimum major GPA of 2.7. Formal application and admission requirements for PTEP will be completed while enrolled in SES 266.

**Transfer Applicants and Change of Major Students.** First semester transfer applicants who have completed a minimum of 30 credit hours may enroll in SES 266 their first semester on campus if their overall GPA at another institution is a 2.5 or higher.

- Transfer and change of major students admitted must attain a minimum 2.7 GPA and a 2.5 overall GPA prior to enrollment in SES 266.
- A maximum of 15 hours may be transferred to the major from other institutions.

**Program requirements.** Must maintain a 2.5 overall and a 2.7 major GPA to retain full admission in both SES, K-12 and the PTEP. Provisional status will prevent the student from enrolling in upper division courses in the SES K-12 major.

- Have a “C” or better in all required courses in SES K-12. C minus is not acceptable. Major courses receiving a grade of “D” or lower must be retaken until a grade of “C” or better (C- is not acceptable) is achieved.
- Demonstrate professional promise as a teacher to the satisfaction of the Physical Education Teacher Education Faculty. Means of evaluation may include, but are not limited to, letters of intent and interviews with the SES faculty.
- Prior to student teaching, students must have successfully completed all required Sport and Exercise Science K-12 Licensure Program courses, be fully admitted to the major and PTEP programs and pass the state licensure examination.

- Meet all Physical Education and state standards at a provisional level as listed in the program handbook.
- Show continuous growth in becoming a physical education teacher.

Students who wish to be licensed to teach in the State of Colorado must make application upon completion of their program.

Students who plan to apply for K-12 Teacher Licensure in the State of Colorado must student teach at both the elementary and secondary levels. Before student teaching, students must have completed all required Sport and Exercise Science K-12 Licensure Program courses (40 semester hours).



## MINORS

### AEROSPACE STUDIES (AIR FORCE)

#### Minor Requirements - 20 Credits

See "Reserve Officer Training Corps (ROTC)" on page 81.

#### Required General Military Credits — 8 semester hours

- AS 101 The Foundations of the United States Air Force I (1)
- AS 102 The foundations of the United States Air Force II (1)
- AS 103 General Military Course Leadership Laboratory I (1)
- AS 104 General Military Course Leadership Laboratory II (1)
- AS 201 The Evolution of USAF Air and Space Power I (1)
- AS 202 The Evolution of USAF Air and Space Power II (1)
- AS 203 General Military Course Leadership Laboratory III (1)
- AS 204 General Military Course Leadership Laboratory IV (1)

#### Professional Officer Credits — 12 semester hours

- AS 301 Air Force Leadership Studies I (3)
- AS 302 Air Force Leadership Studies II (3)
- AS 401 National Security Affairs/Preparation for Active Duty I (3)
- AS 402 National Security Affairs/Preparation for Active Duty II (3)

**Notes:**Students normally complete the four-week Field Training Course with four semesters remaining before graduation and prior to entering the Professional Officer Course (AS 300- and AS 400-level courses). Students can complete the six-week Field Training Course and receive up to eight hours of transfer credit for general military course credits.

Leadership Laboratory is mandatory for all AFROTC cadets (AS 100, AS 200, AS 300 and AS 400-level). Special students (those students taking the course for credit but not pursuing a commission as an Air Force Officer) are not required to attend Leadership Laboratories.



### AFRICANA STUDIES

#### Minor Requirements — 18 Credits

#### Required Minor Credits — 9 hours

- AFS 100 Introduction to Africana Studies (3)
- AFS 104 Survey of Africa (3)
- AFS 240 Dynamics of Racism (3)

#### Elective Minor Credits — 9 hours

- AFS 205 Survey of African American Literature (3)
- AFS 340 The Black Family (3)
- AFS 360 Routes of Black Music (3)
- AFS 386 Political Economy of Modern Africa (3)
- AFS 395 Aspects of the African-American Experience (3)
- AFS 396 African and African American World Views (3)
- AFS 399 Community Study Project (1-4)
- AFS 420 Black Politics (3)
- AFS 422 Directed Studies (1-4)
- AFS 456 The Black Church and Religious Traditions (3)
- AFS 490 Seminar in Africana Studies (3)
- ID 308 Workshop (1-3) Take 3 hours

**Notes:**AFS 395, Aspects of the African American Experience, is a variable subtitle course that students may take more than once under different subtitles.

AFS 399, AFS 422, when taken by minors, must always be taken for three semester hours.



### ANTHROPOLOGY

#### Minor Requirements — 21 Credits

The anthropology minor introduces students to the sub-field of cultural, physical and archaeological anthropology within the context of an inquiry based curriculum. An anthropology minor complements majors in all of the social sciences, humanities and many of the natural sciences. Anthropology minors will learn skills of scientific inquiry and interpretation of issues relating to the human condition within a holistic, comparative and evolutionary context.

#### Required Minor Credits — 9 hours

- ANT 110 Introduction to Cultural Anthropology (3)
- or ANT 100 Introduction to Anthropology (3)

Select one of the following courses in consultation with advisor:

- ANT 120 World Archaeology (3)
- ANT 221 Archaeology of Colorado & Beyond (3)
- ANT 130 Introduction to Physical Anthropology (3)
- MCS 101 Multiculturalism in the United States: Concepts and Issues (3)

Select one of the following courses in consultation with advisor:

- ANT 210 Field Methods in Cultural Anthropology (3)
- ANT 220 Archaeological Research Methods (3)
- ANT 230 Anthropometrics (3)
- ANT 315 Life History and Culture (3)

#### Elective Minor Credits — 12 hours

Select four of the following courses in consultation with advisor:

- ANT 212 North American Indians (3)
- ANT 313 Modernization and Development (3)
- ANT 314 Anthropology of Sex and Gender Diversity (3)
- ANT 317 Contemporary Native American Issues (3)
- ANT 321 Archaeology of North America (3)
- ANT 323 Ancient Civilizations (3)
- ANT 325 Fieldwork in Archaeology (4)
- ANT 330 Forensic Anthropology (3)
- ANT 430 Human Evolutionary Anatomy (3)
- ANT 470 Seminar in Anthropology (3)
- ANT 492 Internship (3)
- ENST 331 Global Population and Human Needs (3)



### ANTHROPOLOGY: MULTICULTURAL ANTHROPOLOGY

#### Minor Requirements — 18 Credits

Multicultural Anthropology explores the bases of pluralism and cultural diversity in the U.S. This minor focuses on comparative concepts and issues related to multicultural behavior and group dynamics in contemporary society. The experiences of ethnic groups, social classes and the cultural context of gender and sexuality provide the base for this program.

#### Required Minor Credits — 9 hours

- MCS 101 Multiculturalism in the United States: Concepts and Issues (3)
- ANT 110 Introduction to Cultural Anthropology (3)

Select one of the following courses:

- ANT 210 Field Methods in Cultural Anthropology (3)
- ANT 315 Life History and Culture (3)

#### Required Elective Courses — 9 semester hours

Select three courses in consultation with advisor:

- ANT 212 North American Indians (3)
- ANT 313 Modernization and Development (3)
- ANT 314 Anthropology of Sex and Gender Diversity (3)
- ANT 317 Contemporary Native American Issues (3)
- ANT 321 Archaeology of North America (3)
- ANT 492 Internship (3)
- AFS 205 Survey of African American Literature (3)
- AFS 340 The Black Family (3)
- AFS 360 Routes of Black Music (3)
- AFS 396 African and African American World Views (3)
- MAS 301 Mexican American Politics and Leadership (3)
- MAS 337 Chicana/o Literature and Theory (3)
- MAS 395 Topics in Gender Issues (3)
- HIST 347 United States Women's History to 1877 (3)
- HIST 348 United States Women's History Since 1877 (3)
- PSY 467 Psychology of Prejudice (3)
- WS 350 Feminist Theory (3)

**Note(s):**Different courses to fulfill this elective requirement may be chosen with the consent of the minor advisor.

## APPLIED STATISTICS

### Minor Requirements — 20-21 Credits

#### Required Minor Credits — 18 hours

Complete the following courses:

MATH 131 Calculus I (4)  
 MATH 132 Calculus II (4)  
 MATH 350 Elementary Probability Theory (4)  
 STAT 150 Introduction to Statistical Analysis (3)

Select one of the following courses:

STAT 406 Multiple Linear Regression (3)  
 STAT 409 Sampling Techniques (3)

#### Elective Minor Credits — 2-3 hours

STAT courses numbered 300 or higher or MATH 351 with approval of advisor.

## ART & DESIGN

### Minor Requirements — 21 Credits

#### Required Minor Credits — 15 hours

First complete the following Freshman Foundation courses:

ART 181 History of Art I (3)  
 ART 182 History of Art II (3)  
 ART 183 Art I (3)  
 ART 184 Art II (3)  
 ART 234 Drawing I (3)

#### Elective Minor Credits — 6 hours

Select two of the following courses:

ART 185 History of Art III (3)  
 ART 211 Ceramic Design (3)

or

ART 212 Wheel Throwing (3)  
 ART 171 Intro to Visual Communication Design (3)  
 ART 221 Fiber Design I (3)  
 ART 223 Weaving (3)  
 ART 231 Painting I (3)  
 ART 248 Art for the Exceptional Child (2)  
 ART 253 Intaglio Printmaking (3)  
 ART 261 Sculpture I (3)  
 ART 265 Jewelry (3)  
 ART 270 Graphic Design I (3)  
 ART 271 Basic Photography (3)  
 ART 358 Relief Printmaking II (3)  
 ART 356 Monotypes (3)  
 ART 372 Digital Photo Basics (3)  
 ART 381 Native Art (3)  
 ART 382 African Art (3)  
 ART 383 Pre-Columbian Art (3)  
 ART 385 Medieval Art (3)  
 ART 386 Renaissance Art (3)  
 ART 389 Contemporary Art (3)  
 ART 437 Computer Art (3)  
 ART 471 Computer Graphics (3)

**Note(s):**An art minor advisor is required.

See "Admission Process and Portfolio Review" on page 47.

## ASIAN STUDIES

### Minor Requirements — 22 Credits

This minor is designed to provide students with a broad-based interdisciplinary understanding of Asian culture through a coordinated program of studying language, history, philosophy, art, geography, or political science. The program is administered by a faculty coordinator in the School of Modern Languages & Cultural Studies. All Asian Studies Minors are required to see an advisor to work out a program of study that will meet their specific needs and interests. A minimum of 6 hours in the minor must be at the 300 or 400 level.

#### Required Minor Credits — 10 hours

Select either Chinese or Japanese:

CHIN 101 Elementary Chinese I (5)  
 CHIN 102 Elementary Chinese II (5)

or

JAPN 101 Elementary Japanese I (5)  
 JAPN 102 Elementary Japanese II (5)

Students who demonstrate first-year-language competency in either Chinese or Japanese may bypass the 102 course and take 15 hours of electives rather than 12.

#### Elective Minor Credits — 12 hours

Select at least two different prefixes:

CHIN 116 Introduction to Chinese Civilization (3)  
 CHIN 201 Intermediate Chinese I (3)  
 CHIN 202 Intermediate Chinese II (3)  
 ENG 262 Masterpieces of World Literature (3)\*  
 GEOG 344 Asia: Special Topics (3)  
 HIST 112 Asian Civilization I: From Prehistory to the 1600s (3)  
 HIST 113 Asian Civilization II: The Modern Transformation (3)  
 HIST 307 History of China to 1840 (3)  
 HIST 309 Modern Southeast Asia (3)  
 HIST 310 Modern China (3)  
 HIST 311 Modern Japan (3)  
 JAPN 116 Contemporary Japan (3)  
 JAPN 201 Intermediate Japanese I (3)  
 JAPN 202 Intermediate Japanese II (3)  
 MIND 181 Great Traditions of Asia: India, China and Japan (3)  
 PHIL 300 Topics in Philosophy (3)\*  
 PSCI 319 Pacific Rim Politics (3)  
 Independent Study (1-4)

**Notes:** \*Variable topic courses must be relevant to Asian Studies and approved by the student's minor advisor

Independent Study projects and special courses must be approved by the minor advisor. These projects may be taken in any of the following departments: Anthropology, Art, Business, Economics, English, Foreign Languages, Geography, History, Philosophy, Political Science, Sociology, Mind/Honors.

ANT 310 and GEOG 344 have prerequisites.

Students must maintain a grade point average of 2.0 or higher in those courses that count toward the minor.

## BIOLOGICAL SCIENCES

### Minor Requirements — 20 Credits

#### Required Minor Credits — 8 hours

BIO 110 Principles of Biology (4)  
BIO 111 Survey of Organismal Biology (4)

#### Elective Minor Credits — 12 hours (minimum)

Select two of the following four courses:

BIO 245 Introduction to Human Anatomy and Physiology (4)  
BIO 360 Ecology (4)  
BIO 210 Cell Biology (3)\*  
BIO 220 Genetics (4)\*

Select 4-5 semester hours from upper division BIO courses (consult faculty advisor on selection to help match career goals.)

**Note(s):** \*These courses and some of the upper division courses have chemistry or biology prerequisites in addition to BIO 110 and BIO 111.

A minimum of a 2.0 grade must be earned in each BIO prefix course used to meet minor requirements. Students receiving a grade of less than 2.0 will need to repeat the course

## BUSINESS ADMINISTRATION

### Minor Requirements — 34 Credits

The Business Administration minor is designed for students who have a major in another school or college but wish to pursue a collateral area in Business Administration.

Completion of the minor provides broad exposure to the functional areas in Business Administration. These include accounting, computer information systems, finance, management and marketing. The minor is not open to students who major in Business Administration.

A student who wishes to add or change to a Business Administration minor must meet the change-of-major requirements established for the General Business emphasis (CCE index of 103 or a cumulative GPA of 3.0 on at least 30 credit hours) and obtain written approval from the Monfort College of Business Advising Center.

#### Required Minor Credits — 24 hours

BAAC 220 Principles of Accounting I (3)  
BAAC 221 Principles of Accounting II (3)  
BAFN 291 Business Statistics I (3)  
BACS 300 Information Systems (3)  
BAFN 231 Legal Environment of Business (3)  
BAFN 370 Business Finance (3)  
BAMG 350 Management of Organizations (3)  
BAMK 360 Marketing (3)

#### LAC Credits — 10 hours

Students are expected to complete the prerequisites for all courses in the minor. The prerequisites are also part of the Liberal Arts Core program and can be included in Liberal Arts Core preparation. The prerequisites are ECON 205 (BAMK 360), ECON 203 and ECON 205 (BAFN 370) and MATH 124.

**Notes:** Students may transfer a maximum of 12 semester hours (courses with a "BA" prefix) toward the minor from other institutions. To graduate with a Business Administration Minor, a student must attain a 2.0 or greater cumulative Business GPA, attain an overall 2.0 or greater GPA in the Business Administration Minor and attain at least a "C-" grade in each individual business course required for the Business Administration Minor.

See "Course Prerequisites" on page 27.

See "Computing Proficiency" on page 27.

Only students who have a declared major in Business Administration may count more than 30 semester credits in Business Administration (courses with a BA\_ \_ prefix) toward their graduation. For more information, please contact the MCB Advising Center, Kepner 1055 (970) 351-1233.

## CHEMISTRY: LIBERAL ARTS

### Minor Requirements — 21 Credits

#### Required Minor Credits — 10 hours

CHEM 111 Principles of Chemistry I (5)  
CHEM 112 Principles of Chemistry II (5)

#### Elective Minor Credits — 11 hours

CHEM 331 Organic Chemistry I (5)  
CHEM 332 Organic Chemistry II (5)  
CHEM 360 Environmental Chemistry (2)  
CHEM 441 Inorganic Chemistry I (2)  
CHEM 442 Inorganic Chemistry II (2)  
CHEM 481 General Biochemistry I (3)  
CHEM 483 Experimental Biochemistry I (1)

**Note(s):** Students earning a minor in chemistry must earn a grade of "C" or better (C- is not acceptable) in all courses having a CHEM prefix which count toward the minor.

Neither CHEM 422 nor CHEM 499 (research and seminar) may be used to satisfy the requirements for the Chemistry Minor.

## CHEMISTRY: TEACHING

### Minor Requirements — 21 Credits

#### Required Minor Credits — 12 hours

CHEM 111 Principles of Chemistry I (5)  
CHEM 112 Principles of Chemistry II (5)  
CHED 495 Seminar in Teaching Chemistry (2)

#### Elective Minor Credits — 9 hours

CHEM 321 Chemical Analysis (4)  
CHEM 331 Organic Chemistry I (5)  
CHEM 332 Organic Chemistry II (5)  
CHEM 360 Environmental Chemistry (2)  
CHEM 441 Inorganic Chemistry I (2)  
CHEM 442 Inorganic Chemistry II (2)  
CHEM 481 General Biochemistry I (3)  
CHEM 483 Experimental Biochemistry I (1)

**Notes:** Students must take CHED 495 or a substitute course in another science discipline with approval of the advisor. If a substitute course for CHED 495 is approved, an additional 2 semester hours of chemistry electives must be taken. At least half the credit hours for the minor must be at the 300-level or above.

Students earning a minor in chemistry must earn a grade of "C" or better (C- is not acceptable) in all courses having a CHEM prefix which count toward the minor.

Neither CHEM 422 nor CHEM 499 (research and seminar) may be used to satisfy the requirements for the Chemistry Minor.

State licensure regulations require a minimum of 24 semester hours distributed in appropriate science subject areas to teach any secondary science if someone is licensed in another subject area. Hours required in this minor will apply toward this requirement. See advisor for other courses to meet requirement. This minor does not lead to teacher licensure.



## HSS COMMUNICATION STUDIES

### Minor Requirements — 18 Credits

#### Required Minor Credits — 6 hours

COMM 100 Basics of Public Speaking (1)  
 COMM 102 Introduction to Communication (3)  
 COMM 103 Speaking Evaluation (2)

#### Elective Minor Credits — 12 hours

Select one course from each category:

##### Interpersonal Communication

COMM 220 Interpersonal Communication (3)  
 COMM 223 Intercultural Communication (3)  
 COMM 324 Family Communication (3)

##### Small Group and Organizational Communication

COMM 330 Small Group Communication (3)  
 COMM 331 Organizational Communication (3)  
 COMM 431 Communication and Leadership (3)

##### Communication and Influence

COMM 211 Argumentation and Debate (3)  
 COMM 341 Courtroom Communication (3)  
 COMM 343 Persuasion (3)

##### Communication Studies Elective Credits

COMM 111 Oral Interpretation (3)  
 COMM 201 Inquiry in Communication (3)  
 COMM 212 Professional Speaking (3)  
 COMM 221 Nonverbal Communication (3)  
 COMM 350 Communication in the Classroom (3)  
 COMM 461 Seminar in Communication (1-3)

**Notes:** Students are encouraged to design their program to facilitate enhancement of their communicative skills and broaden their understanding of communication content in preparation for their professional career. A minimum of 6 semester credits in electives must be in 300 or 400 level courses.

A minor should be declared no later than the junior year to facilitate graduating on schedule.

## MCB COMPUTER INFORMATION SYSTEMS

### Minor Requirements — 18 Credits

The Computer Information Systems minor is designed for students who wish to pursue collateral work in the computing, technology and communications/networking areas. Completion of the minor prepares a student to successfully employ technology and integrate information systems into his or her career activities. The CIS minor is attractive to students majoring in other areas of Business Administration as well as to majors from other schools and colleges. It complements their work in these other areas. The program is not designed to prepare individuals to become programmers or systems personnel, but does provide a broad exposure to the area of corporate information systems.

#### Required Minor Credits — 9 hours

BACS 287 Graphical Interface Programming (3)  
 BACS 485 Database Management Systems (3)  
 BACS 380 Networking and Data Communications Systems (3)

#### Elective Minor Credits — 9 hours

BACS 350 Intermediate Web Development (3)  
 BACS 371 Introduction to Computer Forensics (3)  
 BACS 382 TCP/IP Network Security (3)  
 BACS 387 Object Oriented System Development (3)  
 BACS 392 Systems Platforms and Network Development (3)  
 BACS 484 Distributed Enterprise Systems (3)  
 BACS 486 Advanced Database Management (3)  
 BACS 487 Systems Analysis and Design (3)  
 BACS 490 Advanced E-Business Technology (3)  
 BACS 495 Special Topics in CIS (1-3)

**Notes:** Business majors who seek admission to a Computer Information Systems minor must obtain written approval from the School of Accounting and Computer Information Systems Director.

A student who wishes to add (or change to) a Computer Information Systems or Network and Information Systems Security minor must meet the CIS program change-of-minor requirements in effect at the time of application for the CIS minor.

See "Course Prerequisites" on page 27. & "Computing Proficiency" on page 27.

BACS 495, Special Topics in CIS, may be used to fulfill minor requirements. It may not exceed 3 semester hours.

Students may transfer a maximum of 9 semester hours toward the minor from other institutions.

Only students who have a declared major in Business Administration may count more than 30 semester credits in Business Administration (courses with a BA\_\_ prefix) toward their graduation. For more information, please contact the MCB Advising Center, Kepner 1055 (970) 351-1233.

To graduate with a Computer Information Systems Minor, a student must attain a 2.0 or greater GPA in the Computer Information Systems Minor and attain at least a "C-" grade for all courses listed in the Required CIS Minor Credits and Elective CIS Minor Credits.

## NHS COMPUTER SCIENCE

### Minor Requirements — 18 Credits

#### Required Minor Credits — 12 hours

CS 101 Introduction to Computer Science (3)  
 CS 102 Structured Programming (3)  
 CS 200 Object-Oriented Analysis, Design, and Programming (3)  
 CS 301 Algorithms and Data Structures (3)

#### Elective Minor Credits — 6 hours

Six hours of upper-division CS courses

or

MATH 375 Elementary Numerical Analysis (3) and 3 hours of upper division CS

## NHS CRIMINAL JUSTICE

### Minor Requirements — 18 Credits

#### Required Minor Credits — 9 hours

CRJ 110 Introduction to Criminal Justice (3)  
 CRJ 250 Introduction to Victim Studies (3)  
 CRJ 370 Justice Professionalism and Ethics (3)

#### Elective Credits — 9 hours

Select one from the following 200-level courses:

CRJ 220 Policing Systems (3)  
 CRJ 230 Judicial Process (3)  
 CRJ 240 Correctional Systems (3)

Select two from the following 300 and 400 level courses:

CRJ 360 Theories of Crime (3)  
 CRJ 380 Justice Research and Statistics (3)  
 CRJ 395 Topics in Criminal Justice (1-3)  
 CRJ 492 Internship (3-6) Take 3 hours

**Note(s):** A maximum of 9 credit hours may be transferred for the minor from other institutions. At least 9 hours of the minor must be 300-400-level courses. No more than 3 hours of CRJ 395 may be counted for this minor. No more than 3 hours of CRJ 492 may be counted for this minor.

## HSS CULTURAL STUDIES

### Minor Requirements — 18 Credits

Cultural studies is an interdisciplinary field in which the traditional concerns of the arts and sciences intersect. Cultural studies' understanding of "cultural" includes objects and practices (popular or mass culture, for example) not normally associated with the definition of culture as art or "taste." Cultural studies is a method which interprets cultural productions (for example: film, fashion, food, popular music, architecture and cityscapes) as if they were texts. The minor will familiarize students with the critical traditions underlying the cultural studies approach and its roots in such disciplines and schools as anthropology and folklore, feminism and post-structuralism, the Frankfurt and Birmingham schools. Students will also learn to employ a critical interpretive vocabulary in analyses of cultural productions.

### Required Minor Credits — 9 hours

HUM 130 Introduction to Cultural Studies (3)  
 ENG 347 Cultural Theory (3)  
 ENG 495 Advanced Cultural Studies (3)

### Elective Minor Credits — 9 hours

Elective credits may be chosen from any category, with the advance approval of the minor's advisor. The student will be expected to work closely with the minor advisor to choose a concentration area and sequence of courses tailored to her particular interests. Courses taken in the concentration area must bear at least two prefixes. Two of these courses must be taken at the 300-400 level.

## PVA DANCE

### Minor Requirements — 24-25 Credits

### Required Minor Credits — 22 hours

DNCE 180 Ballet II (3)  
 DNCE 181 Jazz Dance II (3)  
 DNCE 182 Modern Dance II (3)  
 DNCE 296 Choreography and Improvisation I (3)  
 DNCE 397 Choreography and Improvisation II (3)  
 DNCE 453 Teaching Methods, Rhythmic Analysis and Accompaniment (3)  
 DNCE 454 Dance History and Philosophy (2)  
 DNCE 459 Dance Production in High School and College (2)

### Elective Minor Credits — 2-3 hours

Select from one of the following:

DNCE 167 Ballroom Dance I (2)  
 DNCE 174 Dance Conditioning (2)  
 DNCE 175 Tap Dance I (2)  
 DNCE 183 Tap Dance II (2)  
 DNCE 184 Ballroom Dance II (2)  
 DNCE 354 Dance Performance I (3)  
 DNCE 355 Dance Performance II (3)

**Notes:**The dance minor focuses on the development of skills and teaching strategies that will enhance the student's ability to teach or work with dance in a variety of settings.

The Dance minor can be selected by students in conjunction with most other majors at the University. Approval by the major program is required for this minor.

If a student wishes to teach in the public schools, licensure must be obtained through the appropriate major. Suggested combinations of programs of study for public school teacher licensure are a Dance Minor with a Theatre Arts Education major or a Dance Minor plus a Physical Education major. At present there is no public school licensure for dance in Colorado's public schools.

A grade of "B" or better must be achieved in a technique class in order to progress to the next level.

## NHS EARTH SCIENCES

### Minor Requirements — 20 Credits

### Elective Minor Credits — 20 hours

Courses with AST, ESCI, GEOL, MET and OCN prefixes may be used for the minor and must be selected in consultation with the minor advisor. No more than 8 semester hours of courses numbered between 100 and 199 may be counted for the minor.

## HSS ECONOMICS

### Minor Requirements — 18 Credits

### Required Minor Credits — 9 hours

ECON 203 Principles of Macroeconomics (3)  
 ECON 205 Principles of Microeconomics (3)

Choose one of the following:

ECON 303 Intermediate Macroeconomics (3)  
 ECON 305 Intermediate Microeconomics (3)

### Elective Minor Credits — 9 hours

Select 9 semester hours from the following:

All 300-400 level ECON prefix courses  
 ENST 335 Environmental and Resource Economics (3)  
 MIND 286 Value Issues in Political Economy (3)

### Notes:

Students who desire a strong theoretical background are encouraged to take both ECON 303 and ECON 305.

Students earning a minor in Economics must earn a grade of "C" or better (C- is not acceptable) in all courses which count toward the minor.

## EBS ELEMENTARY EDUCATION

### Minor Requirements — 18 Credits

### Required Minor Credits — 13 hours

EDEL 360 Service Learning Experience (2)  
 EDF 366 Conceptions of Schooling: Context and Process (4)  
 PSY 347 Educational Psychology for Elementary Teachers (3)  
 EDSE 430 Exceptional Student in the Elementary Classroom (2)  
 ET 247 Technology in Education for Elementary Teaching (1)

### Elective Minor Credits — 5 hours

Students may select any courses at the 300 or 400 level from the prefix EDEL.

## HSS ENGLISH

### Minor Requirements — 18 Credits

#### Required Minor Credits — 3 hours

ENG 195 Introduction to the Discipline of English (3)

#### Elective Minor Credits — 15 hours

Select one of the following eight courses:

- ENG 349 Old English, 700-1200 (3)
- ENG 350 Middle English, 1200-1485 (3)
- ENG 351 The Tudor Period, 1485-1603 (3)
- ENG 352 The Stuart Period, 1603-1714 (3)
- ENG 353 The Eighteenth Century, 1714-1789 (3)
- ENG 354 British Romanticism (3)
- ENG 355 Victorian Prose and Poetry (3)
- ENG 356 Twentieth Century British Literature (3)

Select one of the following five courses:

- ENG 370 Colonial American Literature, 1492-1800 (3)
- ENG 371 Antebellum American Literature, 1800-1865 (3)
- ENG 372 American Realism and the Making of America (3)
- ENG 373 American Modernism and the Crisis of Representation (3)
- ENG 374 American Diaspora and Globalization (3)

Select one of the following two courses:

- ENG 303 The Essay (3)
- ENG 319 The Art of Persuasion (3)

**Note(s):** Remaining hours may be fulfilled with any ENG or HUM courses, excluding ENG 122, ENG 123, ENG 225, and ENG 227.

## NHS ENVIRONMENTAL STUDIES

### Minor Requirements — 18 Credits

The environmental studies minor enhances a student's ability to help find solutions to the growing environmental problems facing humanity caused by increasing human demands on the finite physical resources of the planet. This focus has two branches: 1) increasing the knowledge base about the natural resource and human components of environmental issues, which includes population growth; pollution of land, air and water; urban and rural land use; food production possibilities; existing and alternative energy technologies; wilderness preservation; and species extinction; 2) developing an understanding of the methods and paradigms of various disciplines from the natural sciences, the social sciences and the humanities and their potential contributions and limitations in the context of environmental problems. Thus, students develop insights and problem-solving skills not as readily available within single disciplines.

The minor is useful for students majoring in disciplines that contribute to the solution of environmental problems. Students acquire a broad perspective of the nature of environmental problems and their possible solutions. The minor facilitates cooperative, interdisciplinary problem-solving in subsequent employment or graduate study.

Employment opportunities are diverse and are shaped by the student's major. Environmental jobs can be laboratory, people, writing or outdoor oriented. Typical employers include resource development companies, environmental consulting firms, government agencies, educational facilities (public and private, traditional and innovative) and environmental groups. There are also self-employment opportunities.

#### Required Environmental Studies Credits — 6 hours

ENST 100 Introduction to Environmental Studies (3)  
ENST 405 Senior Seminar (3)

#### Elective Minor Credits — 12 hours

*Social Processes (Physical Science majors-select two of the following courses; Non-Physical Science majors select one of the following courses):*

- ENST 205 Environment, Politics and Law (3)
- ENST 215 Human Behavior and Environment (3)
- ENST 291 Ecological Commerce (3)
- ENST 331 Global Population and Human Needs (3)
- ENST 335 Environmental and Resource Economics (3)
- ENST 380 Sustainable Living (3)

GEOG 315 Resource Management (3)

*Physical Resource Science: (Physical Science majors-Select one of the following courses; Non-Physical Science majors select two of the following courses)*

- ENST 225 Energy and the Environment (3)
- ENST 235 Chemistry and the Environment (3)
- ENST 255 Atmospheric Environment of Humans (3)
- ENST 265 Conservation of Natural Resources (3)
- ENST 355 Introduction to Environmental Health (3)

*Sensory Perception (select one of the following three courses):*

- ENST 375 Literature and the Environment (3)
- ENST 385 Art and the Environment (3)
- MIND 295 Global Systems (3)

*Special Problems*

- ENST 422 Directed Studies (1-3)
- ENST 492 Internship in Environmental Studies (4-15)

**Note(s):** At least 12 hours of the minor must be taken as formal coursework and should be completed before enrollment in the internship (if elected) and the senior seminar.

The type of internship or particular elective courses are determined jointly by the coordinator and student in light of the student's goals.

## HSS FILM STUDIES

### Minor Requirements — 18 Credits

This minor has been designed for students who wish a coherent study of film as an art form. This interdisciplinary program will allow students to proceed beyond an introduction to film to specialized courses which consider cinema from distinct aesthetic, cultural, historical, and theoretical perspectives. Introductory and variable topics courses will allow students to consider both western and non-western cinema, aesthetic and narrative traditions and theories.

#### Required Minor Credits — 9 hours

HUM 120 Introduction to Film (3)

\*\*HUM 320 Topics in Film (3)

\*HUM 210 History of Film I (3)

or

\*HUM 211 History of Film II (3)

#### Elective Minor Credits — 9 hours

FL 400 Traditions in International Film (3)

JMC 390 Impact of Mass Communications on Society (3)

THEA 225 Theatre in Film (3)

Film Studies director must approve the following variable topic courses:

- AFS 395 Aspects of the African-American Experience (3)
- ENG 240 Introduction to Creative Writing (3)
- ENG 340 Creative Writing - Advanced (3)
- ENG 495 Advanced Cultural Studies (3)
- JMC 408 Special Topics (3)

\* Students may take both HUM 210 and HUM 211, as long as only one course counts toward required credits and the other course counts toward elective credits.

\*\* In addition to the requirements of 3 hours of HUM 320, this course may be taken for an additional 6 hours of elective credit if topic varies.

Students must maintain a grade point average of 2.0 or higher in those courses that count toward the minor.

At least 50% of the courses in the minor must be upper division courses, i.e. 300 or 400 level courses.

For further information and an updated list of offerings see [www.unco.edu/film\\_studies/](http://www.unco.edu/film_studies/) or contact the Film Studies Minor director in the School of English Language and Literature, (970) 351-2971.



## HSS FRENCH

### Minor Requirements — 25 Credits

#### Required Minor Credits — 23 hours

FR 201 Intermediate French I (3)  
 FR 251 Intermediate French Lab I (1)  
 FR 202 Intermediate French II (3)  
 FR 252 Intermediate French Lab II (1)  
 FR 301 France and Francophonie I (3)  
 FR 302 France and Francophonie II (3)  
 FR 311 French Civilization and Literature Survey I (3)  
 FR 312 French Civilization and Literature Survey II (3)  
 FR 407 French for Oral Proficiency (3)

#### Elective Minor Credits — 2 hours (minimum)

FL 395 Special Topics (1-4 credits)  
 FR 411 France Then and Now (2)  
 FR 412 French Politics and Society (2)  
 FR 413 The Francophone World (2)  
 FR 414 Language and Society (2)  
 FR 450 Readings in French Literature (3)  
 FR 475 Research Seminar: French Texts and Contexts (3)

**Note(s):** Variable topic courses may be taken for credit toward the French minor only when approved for credit by the student's faculty advisor in French.

Courses with FR prefix are conducted in French unless otherwise noted in course descriptions.

All work to be counted toward the French Minor, Liberal Arts Emphasis, must be beyond the first year level.

Students are encouraged to enrich their French language-related cultural awareness through regular participation in program-sponsored activities. Consult program advisor.

Students must maintain a minimum grade point average of 2.5 in those courses that count toward the minor and that are taken at UNC.

Advising with a faculty advisor for the French minor is suggested before registration.

## HSS GEOGRAPHY

### Minor Requirements — 18 Credits

#### Required Minor Credits — 10 hours

GEOG 200 Human Geography (3)  
 GEOG 232 Physical Geography (4)  
 GEOG 274 Maps and Data Analysis (3)

#### Elective Minor Credits — 8 hours

Select 8 elective geography credits with the approval of a faculty advisor. At least 6 hours must be from Geography courses at the 300 or 400 level.

## HSS GERMAN

### Minor Requirements — 25 Credits

#### Required Minor Credits — 23 hours

GER 201 Intermediate German I (3)  
 GER 251 Intermediate German Lab I (1)  
 GER 202 Intermediate German II (3)  
 GER 252 Intermediate German Lab II (1)  
 GER 301 Germany and the Germans I (3)  
 GER 302 Germany and the Germans II (3)  
 GER 311 German Civilization and Literature Survey I (3)  
 GER 312 German Civilization and Literature Survey II (3)  
 GER 407 German for Oral Proficiency (3)

#### Elective Minor Credits — 2 hours (minimum)

FL 395 Special Topics (1-4 credits)  
 GER 411 Germany Then and Now (2)  
 GER 412 Politics and Society (2)  
 GER 413 German Cultural Identity (2)  
 GER 414 Language, Society and the Profession (2)  
 GER 450 Literature, Self and Society (3)

GER 475 Research Seminar: German Texts and Contexts (3)

**Note(s):** Variable topic courses may be taken for credit toward the German minor when approved for credit by the student's faculty advisor in German.

Courses with GER prefix are conducted in German unless otherwise noted in course descriptions.

All work to be counted toward the German Minor, Liberal Arts Emphasis, must be beyond the first year level.

Students are encouraged to enrich their German language-related cultural awareness through regular participation in program-sponsored activities. Consult program advisor.

Students must maintain a minimum grade point average of 2.5 in those courses that count toward the minor and that are taken at UNC.

Advising with a faculty advisor for the German minor is suggested before registration.

## HSS HISTORY

### Minor Requirements — 18 Credits

#### Elective Minor Credits — 18 hours

**Note(s):** A minimum of 9 semester hours with HIST prefixes must be taken at the 200 level or higher.

History minors must obtain a grade of "C" or better (C- is not acceptable) in all history courses taken at UNC. Minors receiving a grade of "D" or lower in a history course must retake the course, or an equivalent approved by the academic advisor, and receive a grade of "C" or better (C- is not acceptable) to have the course counted toward the minor.

It is recommended that at least one course should be drawn from the fields of Latin American, African or Asian history.

Students are encouraged to select electives with the advice and approval from their advisors.

## NHS HUMAN SERVICES

### Minor Requirements — 18 Credits

#### Required Minor Credits — 9 hours

HUSR 205 Introduction to Human Services (3)  
 HUSR 300 Human Services Helping Skills (3)  
 HUSR 410 Human Services Program Planning and Evaluation (3)

#### Elective Minor Credits — 9 hours

Select 9 credit hours of Human Services courses

HSS

**ISSUES IN RACIAL EQUALITY****Minor Requirements — 21 hours**

The minor has been designed to prepare students to understand major social issues of groups of color in the United States. It is appropriate for students who will assume roles in school and non-school settings such as business, social work, journalism, community health, criminal justice, and other public and social agencies. This program serves as the ideal minor for a variety of majors. The “research internship” experience is designed to provide placement in the employment or agency of the students choice for enhanced learning opportunities. In consultation with the minor advisor, a student with a placement/internship experience in his/her chosen major field may substitute those credits for the “research internship” requirement of this minor.

**Required Minor Credits****Introduction to Issues of Racial Equality (3 hours)**

AFS 240 Dynamics of Racism (3)  
MCS 101 Multiculturalism in the United States: Concepts and Issues (3)  
SOC 237 Sociology of Minorities (3)

**History Courses (6 hours)**

Select two different prefixes

AFS 201 African American History I (3)  
AFS 202 African American History II (3)  
HIST 329 American Indian History (3)  
MAS 225 Latina/Latino History (3)

or

HIST 225 Latina/Latino History (3)

**Issues Courses (9 hours)**

Select two different prefixes

ANT 317 Contemporary Native American Issues (3)  
AFS 310 African Americans and U.S. Education (3)  
AFS 340 The Black Family (3)  
AFS 395 Aspects of the African-American Experience (3)  
AFS 420 Black Politics (3)  
HISP 395 History and Philosophy of Bilingual Education (3)  
MAS 275 Education of Mexican American Students (3)  
MAS 301 Mexican American Politics and Leadership (3)  
MAS 346 Chicana/o Theory (3)  
MAS 395 Topics in Gender Issues (3)

**Research Internship (3 hours)**

AFS 399 Community Study Project (1-4)  
AFS 490 Seminar in Africana Studies (3)  
MAS 450 Research Internship in Mexican American Studies (4)

**Note(s):** In consultation with the major or minor advisor, a student may substitute the “Research Internship” requirement with similar course work from the major area of study. Students are expected to work closely with the minor advisor to tailor the selection of courses to their fields of interest. At least 12 hours of the minor must be 300-400 level courses. The minor should be declared no later than the junior year to facilitate graduating on schedule. Students must earn at least a 2.0 overall cumulative grade point average in courses taken for the minor.

HSS

**LEGAL STUDIES****Minor Requirements — 21 Credits****Required Minor Credits — 6 hours**

PHIL 220 The Nature of Legal Reasoning (3)  
ID 420 Legal Research and Writing (3)

**Elective Minor Credits — 15 hours**

*Group I — Basic (select 6 credits from the following):*

BAFN 231 Legal Environment of Business (3)  
BAFN 332 Business Administration and the Law (3)  
CRJ 110 Introduction to Criminal Justice (3)  
CRJ 230 Judicial Process (3)  
ENST 205 Environment, Politics and Law (3)  
HIST 347 United States Women's History to 1877 (3)  
JMC 497 Mass Communications Law (3)

PHIL 300 Topics in Philosophy (3) (Philosophical Issues in Employment Discrimination Law)  
PSCI 105 Fundamentals of Politics (3)  
PSCI 306 Constitutional Law (3)  
PSCI 328 International Law and Organizations (3)  
PSY 365 Psychology and the Law (3)  
SOC 444 Sociology of Criminal Law (3)  
COMM 341 Courtroom Communication (3)

*Group II — Policy (select 6 credits from the following):*

BAMG 452 Contemporary Issues in Business and Society (3)  
CRJ 370 Justice Professionalism and Ethics (3)  
CRJ 410 Comparative Justice Systems (3)  
MIND 286 Value Issues in Political Economy (3)  
PHIL 150 Ethics in Theory and Practice (3)  
PHIL 350 Ethics (3)  
PHIL 355 Social and Political Philosophy (3)  
PSCI 331 Political Philosophy I (3)  
PSCI 332 Political Philosophy II (3)  
PSCI 335 American Political Philosophy (3)  
SOC 346 Criminology (3)  
SOC 347 Sociology of Corrections (3)

*Group III - Skills (select 3 credits from the following):*

ECON 304 Economics of Gender (3)  
ECON 305 Intermediate Microeconomics (3)  
ENG 319 The Art of Persuasion (3)  
ENST 100 Introduction to Environmental Studies (3)  
PSCI 392 Political Science Internship (3) \*  
PSY 265 Social Psychology (3)  
PSY 366 Industrial Psychology (3)  
COMM 211 Argumentation and Debate (3)  
COMM 343 Persuasion (3)

\*Any other internship must be approved by your legal studies advisor. Students are strongly encouraged to elect an internship as part of a minor, and internships in community service are especially encouraged.

**Notes:** Students must complete 50 percent of their coursework at the 300 and 400 level. No more than 6 hours may be taken in one group.

A grade of “C” or better (C- is not acceptable) is required for a course to receive credit in the minor.

Some advanced courses have prerequisites. Please be certain that you meet the program's prerequisites if you plan to take such a course or you may check with the instructor to see if the prerequisite(s) may be waived, if you are capable of doing the work for the course.

Students are advised that the Required Courses are not offered every semester. Please contact the Legal Studies advisor at (970) 351-2572 as soon as you declare the minor to plan your schedule so that you can graduate on time.

NHS

**MATHEMATICS: LIBERAL ARTS****Minor Requirements — 20 Credits****Required Minor Credits — 8 hours**

MATH 131 Calculus I (4)  
MATH 132 Calculus II (4)

**Elective Minor Credits — 12 hours**

MATH 221 Elementary Linear Algebra (3)  
MATH 228 Discrete Mathematics (3)  
MATH 233 Calculus III (4)  
MATH 321 Introduction to Abstract Algebra I (3)  
MATH 335 Differential Equations I (3)  
MATH 336 Differential Equations II (3)  
MATH 341 Introduction to Modern Geometry I (3)  
MATH 350 Elementary Probability Theory (4)  
MATH 351 Elementary Statistics Theory (3)  
MATH 375 Elementary Numerical Analysis (3)  
MATH 431 Basic Analysis I (4)  
MATH 432 Basic Analysis II (4)  
MATH 464 Introduction to History of Mathematics (3)

**Note(s):** At least six of the twelve hours of electives must be at the 300-level or above.

## **NHS** MATHEMATICS: SECONDARY MATHEMATICS TEACHING, GRADES 7-12

### Minor Requirements — 25 Credits

#### Required Minor Credits — 25 hours

STEP 363 Clinical Experience: Secondary (2)  
 MATH 131 Calculus I (4)  
 MATH 132 Calculus II (4)  
 MATH 221 Elementary Linear Algebra (3)  
 MATH 228 Discrete Mathematics (3)  
 MATH 321 Introduction to Abstract Algebra I (3)  
 MATH 341 Introduction to Modern Geometry I (3)  
 MED 441 Methods of Teaching Mathematics (3)

**Note(s):** Students must meet all requirements for Professional Teacher Education as specified in this Catalog. Does not lead to teacher licensure.

## **HSS** MEDIA STUDIES

### Minor Requirements — 18 Credits

#### Required Minor Credits — 9 hours

JMC 100 Introduction to Journalism and Mass Communications (3)  
 JMC 390 Impact of Mass Communications on Society (3)  
 JMC 397 History of Mass Communications (3)

#### Elective Minor Credits — 9 hours

Select nine hours of JMC prefix courses, or six hours of JMC prefix courses and HUM 120. Elective credits must be chosen with consent of the student's advisor.

**Note(s):** Students must complete 50 percent of their coursework at the 300 and 400 level.

## **HSS** MEXICAN AMERICAN STUDIES

### Minor Requirements — 18 Credits

#### Required Minor Credits — 12 hours

MAS 100 Introduction to Mexican American Studies (3)  
 MAS 110 Contemporary Chicano Literature (3)  
 HIST 225 or MAS 225 Latina/Latino History (3)  
 MAS 301 Mexican American Politics and Leadership (3)

#### Elective Minor Credits — 6 hours

HISP 395 History and Philosophy of Bilingual Education (3)  
 MAS 275 Education of Mexican American Students (3)  
 MAS 280 Topics in Chicana/Chicano Art and Culture (3)  
 MAS 395 Topics in Gender Issues (3)  
 ENG 337 or MAS 337 Chicana/o Literature and Theory (3)  
 ENG 346 or MAS 346 Chicana/o Theory (3)

## MILITARY SCIENCE (ARMY)

### Minor Requirements - 27 Credits

See "Reserve Officer Training Corps (ROTC)" on page 81.

#### Required General Military Credits — 8 semester hours

MS 111 Leadership and Personal Development (2)  
 MS 121 Introduction to Tactical Leadership (2)  
 MS 211 Innovative Team Leadership (2)

Select one of the following courses:

MS 221 Foundations of Tactical Leadership (2)  
 MS 287 Army ROTC Basic Camp (2-8)  
 MS 387 Practicum in Leadership and Military Operations (8)

#### Required Minor Credits — 19 semester hours

MS 311 Adaptive Team Leadership (4)  
 MS 321 Leadership in Changing Environments (4)  
 MS 401 Developing Adaptive Leaders (4)  
 MS 421 Leadership in a Complex World (4)  
 HIST 250 United States Military History, 1775-Present (3)

Students taking the five-week Basic Camp (MS 287) will meet commissioning requirements for MS 111, MS 121, MS 211, and MS 221. The number of MS 100 and MS 200 level courses taken will determine the amount of semester hours awarded for MS 287. MS 287 is normally taken between a student's sophomore and junior years. Attendance at the six-week Army ROTC Advanced Camp (MS 387) is normally between a student's junior and senior years.

## **PVA** MUSIC: LIBERAL ARTS

### Minor Requirements — 21 Credits

#### Required Minor Credits — 11 hours

MUS 113 Music Theory I (2)  
 MUS 114 Aural Skills and Sight Singing I (2)  
 MUS 115 Music Theory II (2)  
 MUS 116 Aural Skills and Sight Singing II (2)  
 MUS 143 Musical Styles and Context (3)

#### Elective Minor Credits — 10 hours

The student may select courses in music history, theory, literature, performance study or ensemble participation to complete the 21 required hours. A maximum of 7 hours of performance and ensemble participation may apply toward meeting the elective requirements.

## **MCB** NETWORK AND INFORMATION SYSTEMS SECURITY

### Minor Requirements — 18 hours

#### Required Minor Credits — 18 hours

BAAC 220 Principles of Accounting I (3)  
 BAAC 222 Fraud Examination (3)  
 BACS 371 Introduction to Computer Forensics (3)  
 BACS 380 Networking and Data Communications Systems (3)  
 BACS 382 TCP/IP Network Security (3)

Select one of the following two courses\*:

BAAC 328 Accounting Systems (3)  
 BACS 300 Information Systems (3)

\*additional prerequisites apply

**Note(s):** Business majors who seek admission to the Network and Information Systems Security minor must obtain written approval from the School of Accounting and Computer Information Systems Director.

A student who wishes to add (or change to) a Computer Information Systems or Network and Information Systems Security minor must meet the CIS program change-of-minor requirements in effect at the time of application for the CIS minor.

Because of specific degree requirements, business majors need to take the following courses in addition to their required emphasis and emphasis elective courses:

- Accounting emphasis must take BAAC 222, BACS 371, BACS 380, and BACS 382 to complete the NISS minor.
- Computer Information Systems emphasis must take BAAC 222, BAAC 328, BACS 371, BACS 382, and one additional CIS elective to complete the NISS minor.
- Finance, General Business, Management and Marketing emphasis will need to take BAAC 222, BACS 371, BACS 380, and BACS 382 to complete the NISS minor.

Computer Proficiency Exam or BA 101 may be taken concurrently with BAAC 220 and is a prerequisite for BACS 300.

To graduate with a Network and Information Systems Security minor, a student must attain a cumulative 2.00 GPA for all courses listed in the Required Minor Credits and Elective Minor Credits.

Students may transfer a maximum of 9 semester hours toward the minor from other institutions.



MCB

**NONPROFIT ADMINISTRATION**

The Nonprofit Administration minor is designed for business majors only who wish to pursue careers in nonprofit organizations. Completion of the minor requires a student to understand the similarities and differences between for-profit and not-for-profit organizations, learn about the major sources of funding for nonprofits, and complete an internship. The student will further pursue skills that are used in nonprofits through the elective minor credits.

**Minor Requirements — 18 Credits****Required Minor Credits — 9 hours**

BAMG 492 Internship in Management (1-3)

BAMG 494 Nonprofit Management (3)

SOC 447 Introduction to Grant Proposal Writing (3)

**Elective Credits — 9 hours***At least one must be "BA\_" prefix:*

BAAC 326 Governmental and Institutional Accounting (3)

BAMK 364 Selling and Sales Management (3)

BAMK 365 Advertising and Promotion (3)

SOC 258 Contemporary Social Issues (3)

SOC 379 The Community (3)

SOC 448 Issues in Social Policy (3)

HUSR 205 Introduction to Human Services (3)

HUSR 300 Human Services Helping Skills (3)

NHS

**NUTRITION****Minor Requirements — 20 Credits****Required Minor Credits — 14 hours**

FND 250 Principles of Nutrition (3)

FND 252 Nutrition in the Life Cycle (3)

FND 370 Nutrition Education and Application Strategies (3)

*Select one of the following two courses:*

CHEM 111 Principles of Chemistry I (5)

CHEM 281 Fundamentals of Biochemistry (5)

**Elective Credits — 6 hours**

FND 420 Maternal and Child Nutrition (3)

FND 430 Nutrition Assessment and Intervention (3)

FND 451 Advanced Nutrition (3)

FND 452 Community Nutrition (3)

FND 455 Nutrition for Fitness and Athletic Performance (3)

HSS

**PHILOSOPHY****Minor Requirements — 18 Credits****Required Minor Credits — 9 hours**

PHIL 260 History of Ancient Philosophy (3)

PHIL 261 History of Modern Philosophy (3)

PHIL 350 Ethics (3)

**Elective Minor Credits — 9 hours**

PHIL 100 Introduction to Philosophy (3)

PHIL 101 Critical Thinking and Writing (3)

PHIL 110 Figures in Western Philosophy (3)

PHIL 150 Ethics in Theory and Practice (3)

PHIL 220 The Nature of Legal Reasoning (3)

PHIL 240 Formal Logic I (3)

PHIL 241 Formal Logic II (3)

PHIL 300 Topics in Philosophy (3)

PHIL 355 Social and Political Philosophy (3)

PHIL 370 Philosophy of Religion (3)

PHIL 385 Epistemology (3)

PHIL 390 Metaphysics (3)

PHIL 422 Directed Study (1-3)

PHIL 495 Advanced Seminar (3)

PHIL 497 Student Internship (1-3)

**Notes:**No more than 3 credit hours of PHIL 497 may be counted toward the minor.

Elective Credits should be chosen in consultation with minor advisor. At least 50 percent of the coursework must be completed at the 300-400 level.

NHS

**PHYSICS****Minor Requirements — 32-34 Credits****Required Minor Credits — 14 hours**

PHYS 240 General Physics I (5)

PHYS 241 General Physics II (5)

PHYS 321 Elementary Modern Physics (4)

**Required Supporting Credits — 11-12 hours**

MATH 131 Calculus I (4)

MATH 132 Calculus II (4)

*Select one course from the following:*

MATH 233 Calculus III (4)

PHYS 320 Mathematical Methods I (3)

**Elective Minor Credits — 7-8 hours***Select one course from the following:*

PHYS 340 Mechanics (4)

PHYS 341 Electricity and Magnetism (4)

PHYS 345 Quantum Mechanics I (3)

*Select one course from the following:*

PHYS 343 Electronics (4)

PHYS 347 Optics (4)

PHYS 448 Nuclear and Particle Physics (4)

## **HSS** POLITICAL SCIENCE

### Minor Requirements — 18 Credits

#### Required Minor Credits — 6 hours

PSCI 100 United States National Government (3)  
PSCI 105 Fundamentals of Politics (3)

#### Elective Minor Credits — 12 hours

##### Group A — American Politics

ENST 205 Environment, Politics and Law (3)  
PSCI 203 Colorado Politics (3)  
PSCI 207 Women and Politics (3)  
PSCI 208 Introduction to Public Administration (3)  
PSCI 301 Electoral Politics in the United States (3)  
PSCI 302 Power in America (3)  
PSCI 303 Public Policy in the United States (3)  
PSCI 305 Politics of Education (3)  
PSCI 306 Constitutional Law (3)  
PSCI 392 Internship (1-10)  
PSCI 405 Problems in American Politics (3)  
PSCI 422 Directed Studies (1-3)

##### Group B — International Relations

PSCI 220 Introduction to International Relations (3)  
PSCI 240 Globalization (3)  
PSCI 320 American Foreign Policy (3)  
PSCI 321 War and Peace (3)  
PSCI 325 Conflict in the Middle East (3)  
PSCI 328 International Law and Organizations (3)  
PSCI 422 Directed Studies (1-3)  
PSCI 425 Problems in International Relations (3)

##### Group C — Political Philosophy

PSCI 331 Political Philosophy I (3)  
PSCI 332 Political Philosophy II (3)  
PSCI 335 American Political Philosophy (3)  
PSCI 422 Directed Studies (1-3)  
PSCI 435 Problems in Political Philosophy (3)

##### Group D — Comparative Politics

PSCI 200 Introduction to Comparative Politics (3)  
PSCI 210 Politics in the European Community (3)  
PSCI 230 The Evolution of the Modern State (3)  
PSCI 215 Politics of Central and East European States (3)  
PSCI 315 Comparative Public Policy (3)  
PSCI 318 The Politics of the Developing States (3)  
PSCI 319 Pacific Rim Politics (3)  
PSCI 415 Problems in Comparative Politics (3)  
PSCI 422 Directed Studies (1-3)

**Notes:**The student must complete a block of Required Elective courses, which totals 12 hours, selected from the above in consultation with their advisor.

Students may take up to 6 hours in the Political Science Internship Program, but only a maximum of 3 hours can apply toward the political science minor. Admission to the Internship Program is limited.

Applications are available in the program office and must be submitted to the director, Internship Program, no later than the time of preregistration for the semester of the proposed internship. Students must have accumulated 9 hours in political science at the time of application.

## **EBS** PSYCHOLOGY

### Minor Requirements — 18 Credits

#### Required Minor Credits — 3 hours

PSY 120 Principles of Psychology (3) (*LAC area 5.c.*)

#### Foundation Group Credits — 6 hours

Select six hours from the following:

PSY 230 Human Growth and Development (3)  
PSY 255 Abnormal Psychology (3)  
PSY 265 Social Psychology (3)

#### Elective Minor Credits — 9 hours

Select remaining 9 hours from the Psychology electives.

1. Nine hours of upper-division (300-400 level) electives.
2. Any additional upper-division PSY course that is not

restricted to "majors only."

3. Electives from outside the PSY designation.

*\*No more than two of the following courses may be included in the minor as electives:*

GERO 455 Grant Development and Administration (3)  
HRS 397 Rehabilitation of the Substance Abuser (3),  
APCE 468 Psychology of Women (2)  
SES 333 Psychological Analysis of Sports, Exercise and Physical Activity (3)

**Note(s):**A minimum of 6 upper division credits (300-400 level) in the minor must be earned on campus.

A maximum of 10 credit hours may be transferred for the minor from other institutions.

## **EBS** READING

### Minor Requirements — 18 Credits

#### Required Minor Credits — 15 hours

EDRD 314 Literature for Children, Adolescents and Young Adults (3)  
EDRD 319 Language and Literacy Development of Preschool and Elementary School Children (3)  
EDRD 340 Developing Language and Literacy in the Content Areas (3)  
EDRD 410 Achieving Effective Instruction in Developmental Reading (3)  
EDRD 411 Elementary Reading Diagnosis and Individualization (3)

#### Elective Minor Credits — 3 hours

Select 3 additional semester hours in consultation with your advisor.

## **NHS** RECREATION AND TOURISM

### Minor Requirements — 18 Credits

#### Required Minor Credits — 15 hours

REC 203 Introduction to Recreation and Tourism (3)  
REC 206 Commercial Recreation and Tourism (3)  
REC 232 Recreation Leadership (3)  
REC 368 Programs in Recreation and Tourism (3)  
REC 394 Practicum in Recreation and Tourism (3)

#### Elective Minor Credits — 3 hours

BAMG 355 Fundamentals of Entrepreneurship (3)  
REC 351 Areas and Facilities in Parks, Recreation, and Tourism (3)

**Note(s):**The minor in recreation and tourism prepares students for secondary careers in recreation and tourism settings. Students who are required to have a minor will find this program challenging and a useful supporting area that will integrate with most any other major on campus.

## **NHS** SCHOOL HEALTH EDUCATION

### Minor Requirements — 21 Credits

#### Required Minor Credits — 15 hours

HUSR 209 Foundations of Health Promotion/Health Education (3)  
CH 238 Contemporary Issues in Drug Abuse (3)  
CH 336 Human Sexuality (3)  
HUSR 342 Modern Concepts of Health and Disease (3)  
CH 405 Health Communications and the Media (3)

#### Elective Minor Credits — 9 hours

Elective credits selected with consent of advisor.  
*FND 250, Principles of Nutrition, is strongly recommended.*

HSS

**SOCIOLOGY****Minor Requirements — 18 Credits****Required Minor Credits — 3 hours**

SOC 100 Principles of Sociology (3)

**Elective Minor Credits — 15 hours**

Select any courses with SOC prefixes. Nine credit hours of the minor must be at the 300 level or above. A maximum of 9 credit hours may be transferred from another institution.

HSS

**SPANISH****Minor Requirements — 24 Credits****Required Minor Credits — 21 hours**

SPAN 201 Intermediate Spanish I (3)

SPAN 202 Intermediate Spanish II (3)

SPAN 301 Spanish Grammar (3)

SPAN 302 Spanish Composition (3)

SPAN 303 Spanish Conversation (3)

SPAN 304 Introduction to Hispanic Literature (3)

Select one of the following two courses:

SPAN 321 Spanish Civilization and Culture (3)

SPAN 331 Latin American Civilization and Culture (3)

**Elective Minor Credits — 3 hours**

SPAN 405 Spanish Phonetics and Dialects (3)

SPAN 406 Introduction to Translation (3)

SPAN 450 Masterpieces of Spanish Literature (3)

SPAN 451 Masterpieces of Latin American Literature (3)

SPAN 455 Literature for Children and Adolescents (3)

SPAN 456 Spanish and Latin American Short Story (3)

SPAN 459 Hispanic Drama (3)

**Note(s):** Students must earn a grade of "C" or better (GPA 2.0 or above) for all Spanish courses in the minor.

It is recommended that Spanish minors take HIST 118 and MAS 100 and either MAS 110, MAS 337 or ENG 337. Students who wish to take additional electives may select HISP 102.

All Spanish language courses to be counted for the major and minor must be beyond the first year level.

Courses with the SPAN prefix are taught in Spanish and courses with the HISP prefix are taught in English.

EBS

**SPECIAL EDUCATION****Minor Requirements — 18 Credits**

This program is designed for undergraduate students who desire a special education minor to accompany any major or teacher licensure program other than a special education program. Additional requirements in other special education programs must be met before students with a minor are eligible for special education licensure.

**Required Minor Credits — 6 hours**

*Special Education Core*

EDSE 201 Culture of Special Education (3)

Other advisor-approved course for this requirement (3)

Contact the School of Teacher Education or the Department of Educational Foundations and Curriculum Studies in McKee prior to enrollment in EDSE 320, EDSE 323, EDSE 324, EDSE 325, EDSE 326, EDSE 442, or EDSE 443 for clearance to register, and to determine which courses qualify for the required six minor credits.

**Elective Minor Credits — 12 hours**

ASL 101 American Sign Language I (3)

EDSE 308 Workshop in Special Education (1-3)

EDSE 320 Assessment in Special Education (3)

EDSE 325 Behavioral Dimensions of Students with Exceptionalities I (3)

EDSE 326 Behavioral Dimensions of Students with Exceptionalities II (3)

EDSE 406 Behavior is Language: Special Education Strategies for Managing Disruptive Behavior (3)

EDSE 440 Introduction to the Education of the Visually Handicapped (3)

EDSE 442 Language and Literacy for Students with Severe Delays (3)

EDSE 443 Support System in Special Education (3)

NHS

**SPORT AND EXERCISE SCIENCE:  
COACHING****Minor Requirements — 19 Credits**

The coaching minor has been designed to prepare students to assume coaching roles in school and non-school settings. Candidate must have participated in high school interscholastic athletics.

**Required Minor Credits — 19 hours**

SES 220 Anatomical Kinesiology (3)

SES 233 Advanced First Aid and Cardiopulmonary Resuscitation (2)

SES 322 Exercise Physiology I (3)

SES 335 Sports Pedagogy (2)

SES 380 Prevention and Care of Sports Injuries (2)

SES 461 Administration and Law (3)

Select two of the following courses:

SES 312 Coaching and Officiating of Baseball (2)

SES 313 Coaching and Officiating of Basketball (2)

SES 314 Coaching and Officiating of Football (2)

SES 316 Coaching and Officiating of Tennis (2)

SES 317 Coaching and Officiating of Track and Field (2)

SES 318 Coaching and Officiating of Soccer (2)

SES 319 Coaching and Officiating of Softball (2)

SES 320 Coaching and Officiating of Swimming (2)

SES 321 Coaching and Officiating of Volleyball (2)

SES 325 Coaching and Officiating of Wrestling (2)

NHS

**SPORT AND EXERCISE SCIENCE:  
OUTDOOR EDUCATION****Minor Requirements — 18-19 Credits****Required Minor Credits — 8 hours**

SES 232 Leadership in Outdoor Education (3)

SES 233 Advanced First Aid and Cardiopulmonary Resuscitation (2)

SES 430: Challenge Course Programming (3)\*

Select two of the following:

SES 127 Cross-Country Skiing (1)

SES 128 Cycling (1)

SES 129 Downhill Skiing (1)

SES 130 Kayaking (1)

SES 131 Orienteering (1)

SES 132 Challenge Ropes Course (1)\*

SES 135 Rock Climbing (1)

Select four of the following (200-level activity courses -- 8 hours):

SES 234 Mountain Biking (2)

SES 235 Backcountry Skiing (2)\*\*

SES 236 Technical Rock Climbing (2)

SES 237 Paddle Sports (2)

SES 238 Winter Wilderness Living (2)\*\*

*Optional Elective*

REC 368 Programs in Recreation and Tourism (3) (This course may be substituted for one 200-level activity courses and one 100-level activity course.)

SES 400 Wilderness First Responder/CPR (3) (This course may be used as a substitute for SES 233)

SES 493 Practicum in Outdoor Leadership (1-6) (This course may be substituted for up to three of the 200-level activity courses listed above.)

**Note(s):** SES 132 or equivalent experience is a prerequisite to SES 430.

\*\*SES 235 and SES 238 must be taken concurrently.



## **NHS** SPORT AND EXERCISE SCIENCE: PHYSICAL EDUCATION (K-12) TEACHING

### Minor Requirements — 24 Credits

#### Required Minor Credits — 12 hours

SES 210 Developmentally Appropriate Elementary Activities (3)

SES 240 Secondary Physical Education Content I (3)

SES 241 Secondary Physical Education Content II (3)

Select one of the following two courses:

SES 220 Anatomical Kinesiology (3)

SES 322 Exercise Physiology I (3)

#### SES PTEP Courses — 15 hours

SES 340 Planning and Instructional Design (4)

SES 342 Teaching Health-Related Fitness (3)

SES 440 Developing Pedagogical Skills in Elementary Physical Education (4)

SES 442 Developing Pedagogical Skills in Secondary Physical Education (4)

**Notes:**\*Students must be fully accepted into PTEP before taking SES PTEP courses. The minor in PE K-12 Teaching has been designed primarily for students who would like a second teaching area in physical education. The strength of this minor is based on the unique integration of courses in skill analysis, movement sciences and teaching methodology.

## **NHS** SPORT AND EXERCISE SCIENCE: YOUTH DEVELOPMENT

### Minor Requirements — 25 Credits

The youth development minor is designed to prepare students to teach and work in community-based youth serving agencies. Students gain knowledge and practical experience in teaching, program design, implementation and evaluation, funds development, community collaboration, and using physical activity to address the needs of youth. Students will find this program challenging and a useful supporting area that will integrate with most any other major on campus.

#### Required Minor Credits — 16 hours

SES 305 Programming in Youth Development (3)

SES 338 Teaching Diverse Populations (3)

SES 340 Planning and Instructional Design (4)

Select one water activities course:

SES 118, SES 120, SES 126 or SES 130

Select one outdoor activities course:

SES 125, SES 127, SES 128, SES 129, SES 131, SES 132, SES 135

Select one lifetime activities course:

SES 111, SES 113, SES 114, SES 119, SES 133, SES 174

Select one fitness activities course:

SES 146, SES 147, SES 148, SES 149, SES 150, SES 152, SES 153

Select one traditional sport course:

SES 100, SES 102, SES 103, SES 104, SES 110

Select one additional physical activity course (advisor approval required).

#### Elective Minor Credits — 9 hours

Select three courses from the following (substitutions require advisor consent):

REC 232 Recreation Leadership (3)

REC 368 Programs in Recreation and Tourism (3)

SOC 247 Social Deviance (3)

SOC 326 Sociology of Childhood and Adolescence (3)

SOC 340 Juvenile Delinquency (3)

SOC 447 Introduction to Grant Proposal Writing (3)

## **EBS** TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)

### Minor Requirements — 22 Credits

The minor in TESL provides the student with the study of the structures of English and with the theory and practice related to the teaching of English as a second language.

The minor in TESL also prepares the student to teach English as a second language in the public schools, assuming that the student is licensed to teach in Colorado and in special English language centers in the United States and abroad.

#### Required Minor Credits — 10 hours

HISP 395 History and Philosophy of Bilingual Education (3)

TESL 301 TESL Practicum I (2)

TESL 302 TESL Practicum II (1-2)

TESL 400 Methods and Approaches of ESL/EFL (3)

#### Required Supporting Credits — 12 hours

ANT 210 Field Methods in Cultural Anthropology (3)

ENG 318 Traditional and Modern Grammars (3)

ENG 419 English Linguistics (3)

COMM 223 Intercultural Communication (3)

**Notes:**One year of college-level, beginning foreign language study or its equivalent must be taken in addition to the required courses for this minor. It is preferred that this minor be chosen by students enrolled in a teacher education program.

If any course required is waived, e.g., in the case of English majors who may not count a course toward both a major and minor, additional courses must be approved so that the student can fulfill the 22 credit hours required for this minor.

Students must follow the requirements of their major program and the School of Education for admission to the PTEP program. This minor may lead to teacher licensure. Please see an advisor.

## **PVA** THEATRE ARTS

### Minor Requirements — 24 Credits

#### Required Minor Credits — 16 hours

THEA 100 Individual Performance in Theatre (4)

THEA 135 Playscript Analysis (3)

THEA 149 Orientation to Technology (3)

THEA 160 Beginning Acting (3)

THEA 240 Beginning Stage Directing (3)

#### Elective Minor Credits — 8 hours

## HSS WOMEN'S STUDIES

### Minor Requirements — 18 Credits

Women's Studies is devoted to the critical interrogation of gender's role in structuring individual experience. Women's Studies also examines gender's impact on the global distribution of economic and political opportunity in specific historical and social contexts. Women's Studies' students will be able to engage with a variety of different theoretical and political feminist positions, and demonstrate an awareness of feminist scholarship in at least two disciplines, as well as the relationship between Women's Studies and feminist scholarship in other disciplines. Students will learn the theories underlying feminism(s) as well as the skills necessary to effectively communicate them.

### Required Minor Credits — 12 hours

WS 101 Women in Contemporary Society (3)  
 WS 240 Women, Race and Class (3)  
 WS 335 Global and Cross Cultural Perspectives of Women (3)  
 WS 350 Feminist Theory (3)

### Elective Minor Credits — 6 hours

Courses should be chosen from among the following and other courses approved by the Women's Studies Committee:

APCE 468 Psychology of Women (2)  
 AFS 102 The Black Woman in America (3)  
 AFS 230 Black Women in Literature (3)  
 ANT 314 Anthropology of Sex and Gender Diversity (3)  
 ART 390 Women Artists (3)  
 ECON 304 Economics of Gender (3)  
 ENG 239 Topics in Women's Literature (3)  
 ENG 335 World Literature By and About Women (3)  
 HIST 347 United States Women's History to 1877 (3)  
 HIST 348 United States Women's History Since 1877 (3)  
 HIST 391 Women in Europe to 1700(3)  
 HUM 231 Images of Women in Literature and the Arts (3)  
 MAS 395 Topics in Gender Issues (3)  
 NURS 200 Women's Health Care (3)  
 PSCI 207 Women and Politics (3)  
 SOC 221 Sociology of Gender (3)  
 SOC 322 Women and Aging (3)  
 SOC 423 Violence and the Family (3)  
 WS 300 History of Feminism (3)  
 WS 320 Representations of Women in Popular Culture (3)  
 WS 380 Histories and Politics of Homosexuality (3)  
 WS 422 Directed Studies (1-3)  
 WS 448 Women's Studies Seminar (3)  
 WS 460 Feminist Legal Studies (3)  
 WS 492 Internship (2-10)

**Notes:**In all cases, a student's program in Women's Studies will be developed individually with each student by the coordinator or other members of the Women's Studies faculty. Each student's program must include at least 50 percent of coursework at the 300-400 level.

Each student should register with the coordinator to receive bulletins about general meetings, special programs scheduled and new courses approved by the Women's Studies Committee.

## HSS WRITING

### Minor Requirements — 18 Credits

The writing minor is a cross-disciplinary, undergraduate program designed to strengthen and advance students' writing abilities. For this purpose, students study the history as well as theories of writing and they also learn strategies and skills in writing in different disciplines, including the arts and sciences, business, education, and other academic and professional fields.

Through this program, students will gain competence in writing about different subjects, for different purposes and audiences, and in different genres and styles. Students will also be able to apply their writing skills in a wide range of careers.

### Required Minor Credits — 6 hours

ENG 319 The Art of Persuasion (3)  
 ENG 420 Special Topics in Creative and Professional Writing (3) (under different subtitles)

### Elective Minor Credits — 12 hours

Select two of the following courses:

ENG 195 Introduction to the Discipline of English (3)  
 ENG 225 Communications on a Theme (3)  
 ENG 227 Technical Writing (3)  
 ENG 240 Introduction to Creative Writing (3) (may be repeated under the different subtitles as listed)  
 ENG 303 The Essay (3)

Select two of the following courses:

ENG 303 The Essay (3)  
 ENG 340 Creative Writing - Advanced (3) (may be repeated under the different subtitles as listed)  
 ENG 492 Writing Internship (1-3) Take 3 hours

**Note(s):**Students may substitute one writing course for elective credit (at the 200 level or above) from a discipline outside of English with advance approval of the Writing Minor director.

ENG 122 and ENG 123 or equivalent are prerequisites of the minor.

For more information, contact the Writing Minor Director in the School of English Language and Literature at (970) 351-2971.

## PRE-DEGREE PROGRAMS

### ENGINEERING PROGRAM (PRE-ENGINEERING)

The pre-engineering program is designed for students who intend to enter an engineering field. Many of these students take approximately two years of coursework at UNC before transferring to a university that offers a degree in engineering. Alternatively, after their second year, students may elect to complete the Engineering Physics Emphasis B.S. program or other science or math program at UNC.

On successful completion of this program, the student will be eligible to transfer to an engineering school in Colorado or elsewhere, or transfer to another science or mathematics program at UNC.

#### Required Credits

CHEM 111 Principles of Chemistry I (5)

ENG 122 College Composition (3)

MATH 131 Calculus I (4)

MATH 132 Calculus II (4)

MATH 233 Calculus III (4)

PHYS 240 General Physics I (5)

PHYS 241 General Physics II (5)

PHYS 321 Elementary Modern Physics (4)

CS 102 Structured Programming (3)

**Notes:** Elective courses should be carefully selected in consultation with one's advisor. Consult for optimum transfer of credits to an engineering school. Some engineering fields require a second semester of chemistry.

Students in this program register under a physics major with pre-engineering as a second major and must have an advisor in the physics program.

### HEALTH PROFESSIONS (PRE-MED, PRE-VET, PRE-DENTAL, ETC.)

Students interested in preparing for careers in the Health Sciences (including allopathic, osteopathic, and podiatric medicine, dentistry, veterinary medicine, optometry, pharmacy, medical technology, and chiropractic, for example) and those interested in various allied health sciences\* (e.g., dental hygiene, physician's assistant, optometry assistant, veterinary assistant, and physical therapy) should contact the UNC Pre-Health advisor early in their studies. Many UNC graduates, from a variety of majors, have been successful in being admitted to competitive medical and health professional programs.

To prepare for admittance to medical school and other health professional degree programs, students may select from a large variety of UNC majors and complete the required pre-requisite courses. Advisors with knowledge about careers in the health sciences, requirements for admission to health professional schools, and UNC courses and degree programs assist students planning to apply for admission to health professional schools. Competition for admission to these health professional schools is keen and completion of an undergraduate program does not guarantee admission to the health professional school. Academic interviews, grade point average, performance on specialized admissions exams, faculty recommendations, personal characteristics and hands-on experiences are all taken into consideration to determine admittance into health professional schools. UNC's Pre-Health advisor and Pre-Health Committee of faculty are dedicated to providing timely and informed advising to students interested in health-related careers.

Careful program planning is essential and students are encouraged to meet regularly with both the pre-health advisor and their UNC major advisor. Students are encouraged to select courses that will meet the requirements of a degree that provides maximum flexibility in career

choices. Health professional schools have requirements that range from a minimum of two years of undergraduate studies to four years including a bachelor's degree. Although common requirements exist within areas, sufficient differences exist such that wise students will work closely with their major advisor to be certain that all program and degree requirements are being met.

At a minimum, health professional schools and allied health science programs will require a year of general biology, a year of general chemistry and a year of English composition. Organic chemistry, additional biology, physics, statistics, and college mathematics, as well as courses in social sciences and humanities, are generally required.

Health professional schools do not require specific undergraduate degrees for admittance and UNC students may choose from a variety of academic majors. Sports and Exercise Science is the most common major for students considering physical therapy schools, while Biology or Chemistry are the most common majors for students considering the other health professional schools. Students majoring in non-science programs usually require an additional year of course work to meet pre-requisites for health professional schools. For information on the requirements for specific programs contact Dr. Patrick Burns at (970) 351-2695.

*\*Nursing is available at UNC. For more information about the nursing program consult the index of this Catalog.*

### LAW PROGRAM (PRE-LAW)

Contact Paul Hodapp, Philosophy, Weber House, (970) 351-2572, for pre-law information and a list of recommended courses.

UNC offers an excellent pre-law program, as well as a number of pre-law activities for undergraduate students interested in pursuing a career in the legal profession. UNC has an active Pre-Law Society as a chartered organization.

It should be noted, however, that like most American universities, UNC does not offer a pre-law major or minor; however, UNC does offer a Minor in Legal Studies.

Law schools do not identify any specific major as most desirable, but they do require a bachelor's degree as a prerequisite for law school admission. Most pre-law programs are built around majors from the College of Humanities and Social Sciences and from the Monfort College of Business.



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# GRADUATE SCHOOL - THE UNIVERSITY OF NORTHERN COLORADO

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*Welcome to the Graduate School at the University of Northern Colorado*

*UNC is a specialized graduate research institution, which offers Master's, Doctoral, and Specialist in Education programs. Many licensure and certificate programs are also available through our on and off-campus initiatives for individuals pursuing their professional career in schools and communities.*

*Please review our graduate programs, courses, and Graduate School policies and procedures. UNC offers graduate students a unique experience in graduate education; we look forward to supporting your advanced education.*

## OFFICE OF THE GRADUATE SCHOOL

**Location:** Carter Hall 2007    **Telephone:** 970.351.2831  
**Assistant Vice President for Research and Extended Studies and Dean of the Graduate School:** Robbyn R. Wacker, Ph.D.

### INTRODUCTION

The first graduate degree, a master's degree, was offered by UNC in 1913. In 1929 the Doctor of Education was added, in 1934 the Doctor of Philosophy, in 1954 the Educational Specialist, in 1975 the Doctor of Arts, and in 1984 the Doctor of Psychology was added. The Doctor of Audiology, was added in 2003, and the Doctor of Nursing Education was added in 2004.

Graduate study at UNC involves the graduate student studying under the direction of a qualified member of the graduate faculty. Thus, graduate credit is awarded for courses of study taught by duly appointed members of the graduate faculty who meet the criteria established by the faculty constitution and the bylaws of the graduate faculty. The exchange of information, ideas, and values that takes place between the graduate faculty and highly qualified students is the essence of graduate education.

Students seeking graduate credit must display evidence of superior academic aptitude, achievement, and motivation. Moreover, the demonstration of competence in the discipline as evidenced by written and oral exams, thesis, research projects, directed studies, and internships is an integral part of the graduate education experience. Through cooperative efforts of the graduate faculty, the Graduate Council, and the Graduate School, the university seeks to establish an environment in which the graduate student and the graduate faculty can achieve the traditional goals of graduate education.

Rules and regulations contained herein are intended to help the graduate faculty and the graduate student to accomplish the intent and purposes of graduate education.

**Graduate Council.** The Graduate Council is a representative faculty council established to represent the graduate faculty. It is the responsibility of the council to recommend policies governing graduate programs and requirements at the university. It sets minimum standards for admission to the Graduate School at UNC. The council is comprised of representatives from the graduate faculty elected to serve three-year terms.

**Graduate Faculty.** Graduate faculty are appointed by the University President after being recommended by the academic unit, the academic dean, the Graduate Council, and the Graduate Dean.

At the time of appointment, graduate faculty are authorized to teach graduate courses, act as program advisors for graduate students, serve on doctoral committees, and serve on other university committees pertaining to graduate education at UNC. Graduate credit can be granted for courses taught by a faculty member who has been appointed to the graduate faculty or to the graduate lecturer faculty. No graduate credit can be granted for any course taught by a faculty member who is pursuing an advanced degree at this institution. Graduate faculty members are noted in the listing of UNC faculty in this publication.

In addition to the activities established for graduate faculty, members may receive a doctoral research endorsement. Only faculty who have the doctoral research endorsement may serve as research advisors on doctoral student committees.

Upon approval by the school, the academic dean, and the Assistant Vice President for Research and Extended Studies and Dean of the Graduate School may appoint selected individuals as graduate lecturer faculty for a two-year period. These faculty may teach specific courses that are approved and/or perform other designated graduate responsibilities.

## ACADEMIC RECOGNITION (GRADUATE DEAN'S)

### CITATION FOR EXCELLENCE

The Graduate Dean's Citation for Excellence is awarded each semester to students nominated by their school in recognition of superior achievement in their graduate studies. Each school may recommend graduate students completing their programs during a specific term (fall, spring or summer) provided they meet these minimum criteria:

- a cumulative graduate grade point average of at least 3.75, and documented evidence of superior accomplishment while a graduate student at UNC.

The nomination should be supported by:

- written recommendations from graduate faculty of the academic program outlining the student's accomplishments and/or,
- special recognition by an agency or organization (outside UNC) for scholarly accomplishment, academic achievement or contributions to society, and a student resume or vita.

Awardees are reviewed by the Executive Committee of the Graduate Council. Their recommendations for awards are forwarded to the Graduate Dean for final selection. The total number of awards will not exceed 3% of the graduating class.

### CITATION FOR OUTSTANDING THESIS AND DISSERTATION

The Graduate Dean's Citation for Outstanding Thesis and Dissertation may have four awards each semester: two for outstanding master's thesis and two for outstanding doctoral dissertation. Faculty may nominate a thesis or dissertation by submitting a letter of nomination that specifies contributions of the study to the discipline.

## GRADUATE POLICIES & PROCEDURES ADMISSION APPLICATION

Faculty members in each degree program establish admissions standards for the specific degree program which often exceed the minimum standards. Applicants should consult program brochures, school offices or faculty in the degree program(s) of interest to them for any additional admission requirements.

If programs set deadlines for review of applications for admission for any term, they must allow sufficient time for Graduate School handling and evaluation. This typically means they must ask students to submit materials early enough to allow at least 20 working days for the Graduate School to complete all processing upon receipt of a completed application prior to sending it to the school for screening. It is particularly important for programs requiring GRE's and having early admission deadlines to notify applicants of this requirement. The Graduate School does not set standard priority admission deadlines, but encourages each program to determine what specific deadlines they will use and to work closely with the Graduate School to ensure these deadlines are feasible.

### Admission Application Checklist

1. Complete the appropriate application forms
2. Obtain one official transcript from ALL institutions (except UNC)
3. Submit Graduate Record Examination (if applicable)
4. Obtain letters of recommendation (if applicable)
5. Check school/program requirements
6. Include the non-refundable processing fee
7. Submit all required application materials to the Graduate School

- [Interdisciplinary Admission Application on page 227](#)
- [International Admission on page 158](#)
- [Master's Admission on page 163](#)
- [Doctoral Admission on page 166](#)

For additional information refer to the Graduate School application or online at: <http://www.unco.edu/grad/>

### Admission Expiration

Admission to any graduate program will remain valid for one calendar year following the first day of the applicant's proposed semester of enrollment. If a student does not begin coursework during that year, the student may be required to submit a new application with the appropriate processing fee and satisfy the new admission requirements.

### Conditional Admission

Conditional admission refers to applicants admitted pending the receipt of admission requirements specified by the Graduate School. No student will be permitted to register for an additional semester, receive financial aid or take the comprehensive examination or its equivalent unless the specified requirement(s) is met during the first semester of the student's program.

### Extended Degree Programs

Students applying for admission to extended degree programs must meet the same criteria for admission as on-campus students. Additional policies regulating extended degree programs can be found in the Statewide Extended Campus Policies and Procedures Manual available at the Office of Extended Studies.

## INTERDISCIPLINARY STUDIES: GRADUATE INTERDISCIPLINARY DEGREE

The Graduate Interdisciplinary Degree Program is designed to be a rigorous, quality program providing the opportunity to qualified students to meet career goals by combining two or more disciplines into a single degree program. To ensure the quality of the program, the student will require close supervision, participation, and coordination from all assigned committee members of each discipline concerned. It is imperative that the program be truly interdisciplinary and represent an integration of the subject matter of the component disciplines. Programs that parallel other degree programs are not acceptable as interdisciplinary degree programs. Applicants for the Graduate Interdisciplinary Degree Program are encouraged to consult with the Graduate School prior to submitting their applications. Applicants must follow the student administered application procedure. The complete application packet should include the following:

### Interdisciplinary Admission Application

1. The degree application returned with the appropriate nonrefundable application fee.
2. One official copy of the applicant's transcripts from all colleges or universities attended (except UNC).
3. If applying for a doctoral program, one official copy of the applicant's GRE General Test scores (not more than five years - 1,825 calendar days old) sent from Educational Testing Service to the Graduate School. A student copy of the GRE results will be accepted in the packet for processing to the program area for screening. No admission will be granted until the official GRE report is received from Educational Testing Service.
4. Three letters of recommendation from appropriate professional sources attesting to the applicant's ability to pursue the intended graduate interdisciplinary program.
5. A detailed written statement of career goals and objectives and a rationale for pursuing the proposed interdisciplinary program. This must be a compelling statement clarifying why no single existing degree program could satisfy these goals.
6. Identification of two primary disciplines which will be

combined in the proposed program. At least one of the primary disciplines listed must offer a program leading to the desired degree, (i.e. MA, MAT, MM, MPH, MS, DA, or Ed.D.). Secondary disciplines may also be included.

7. A current resume that summarizes academic and professional experiences, activities, publications, and other pertinent information.

**Preliminary Review.** The Graduate Interdisciplinary Degree Coordinating (GIDP) Committee, comprised of interdisciplinary coordinators from each college, conducts a mid-semester preliminary review of all completed applications from individuals who satisfy the minimum admission requirements of the Graduate School. Applicants who do not meet the minimum admission requirements of the Graduate School will be denied admission (see this Catalog for admission standards for each degree level).

If the GIDP Committee finds the application to have merit, the Graduate School forwards the application materials to the appropriate GIDP College Coordinator who contacts the disciplines for their valuation and recommendation. If the GIDP Committee finds the application to lack merit or compelling rationale for interdisciplinary studies, the Graduate School notifies the applicant of the committee's concerns. Those applicants who receive such notification may resubmit their application materials after addressing the concerns of the GIDP Committee.

Upon receipt of the application materials from the Graduate School, the GIDP College Coordinator and the faculty in the appropriate disciplines evaluate the application and recommend to the Graduate School that the applicant be granted or denied provisional admission status. Each discipline recommending provisional admission must designate an advisor.

All disciplines included in the proposal must recommend provisional admission and must designate graduate faculty advisors before the Graduate School confers provisional admission status.

**Program Criteria.** The Plan of Study must meet the following criteria:

1. If the graduate faculty advisors determine a student has any deficiencies in his/her background, the proposal must list the course work necessary to alleviate those deficiencies. (Deficiency courses must be completed at the earliest possible date).
2. SRM 600 or one of the research oriented substitute courses approved by the Graduate Council (master's) or a 12 hour research core (doctoral) must be proposed. The proposal must also contain at least one additional research methods, statistics, or applied research course (i.e. computer science, tests measurements, etc.).
3. **Secondary disciplines** (divisions schools) are defined as those disciplines in which nine (9) to eleven (11) semester hours of course work are proposed at the master's levels or those disciplines in which nine (9) to fourteen (14) semester hours of course work are proposed at the doctoral level. If identified in the program proposal, these disciplines must assign an advisor and approve the selected course work.
4. Proposed courses must be offered with sufficient frequency to allow completion of the degree requirements within a reasonable amount of time, e.g. two years for a thirty (30) semester hour program or three to four years for a sixty-four (64) semester hour program. Furthermore, research and library resources must be available to facilitate the completion of the thesis, if applicable, or dissertation.
5. No more than one-third of the proposed courses may be double-numbered courses offered simultaneously toward undergraduate and graduate students.
6. No more than nine (9) semester hours, individually or in combination, of courses numbered 508, 513, or 622 may be proposed or counted in the degree program.
7. Program proposals must conform to all other Graduate School policies and procedures, e.g. transfer of credit. Prior to submission to the Graduate School, the *Graduate Interdisciplinary Degrees Plan of Study* form must be signed by the student, all graduate faculty advisors, and all primary



and secondary school directors. Until an approved plan of study is filed with the Graduate School, a hold is placed on an interdisciplinary student's ability to register for classes.

8. **Master's Degree:** Proposed course work must equal at least thirty (30) semester hours of graduate level courses plus any deficiency credits. At least twelve (12) semester hours of graduate level course work must be proposed in each of at least two primary disciplines. Courses numbered 622 and 699 may not be used to meet this requirement. If a thesis is proposed, the thesis must be a minimum/maximum of six (6) semester hours. One of the designated advisors must be named as the Program Advisor.

9. **Doctoral Degree:** Proposed course work must equal at least sixty-four (64) semester hours beyond a master's degree excluding any deficiency credits. If an applicant does not hold a master's degree, the proposed course work must equal at least ninety-four (94) semester hours.

At least fifteen (15) semester hours of graduate-level course work must be proposed in each of at least two primary disciplines. If an applicant does not hold a master's degree, the proposed course work in each of at least two primary disciplines must equal a minimum of eighteen (18) semester hours. Courses numbered 622, 797 and 799 may not be used to meet this requirement.

The plan of study must include four (4) semester hours of proposal (797) and twelve (12) semester hours of doctoral dissertation (799).

When there are only two primary disciplines proposed, one of the two designated graduate faculty advisors must be named as the program advisor. In addition, the two designated advisors and the student must recommend at least one additional graduate faculty advisor, subject to approval by his/her school director and the Dean of the Graduate School.

**Regular Admission.** Upon receipt of the completed *Graduate Interdisciplinary Degrees Plan of Study* form, the Graduate School will forward the form and the original application materials to the GIDP Committee for final review. The student, the graduate faculty advisors, and the primary and secondary schools will be notified by letter regarding program approval or disapproval. If approved, the student will be granted regular admission. NOTE: Until such a letter is received, the student remains on provisional admission status. The decision of the GIDP Coordinating Committee and the Dean of the Graduate School shall be final.

**Advising.** Together, the graduate faculty advisors are known as the program advisory committee. It is the responsibility of the program advisory committee to assist the student in planning and coordinating the degree program. Any deviation from the approved proposal must be approved in advance by the program advisory committee and the Graduate School.

**Committees.** At the doctoral level, the Program Advisory Committee plus a graduate faculty representative shall be approved by the Graduate School as the doctoral committee. The doctoral dissertation proposal and dissertation shall be under the supervision of a research advisor who is a member of the graduate faculty and holds doctoral research endorsement.

### Comprehensive Examinations: Written

All examinations and the defense of the dissertation must be taken when the regular semester schedule is in session. No exams may be performed on any day when the university is closed or on-campus classes are not in session. Each doctoral student must pass a written comprehensive examination that is designed, administered, and evaluated by the graduate faculty of the major school and by other qualified individuals as specified by the program advisor. This examination may not be taken until the student has:

- been granted regular admission to the degree program;
- filed an approved plan of study;
- completed at least 36 semester hours (60 semester hours if baccalaureate only student) of work applicable toward the degree - - at least 24 semester hours must have been completed on-campus.

- maintained a grade average of at least 3.00 in his/her graduate degree program;
- had a doctoral committee approved by the Graduate School;

The results of comprehensive examinations, proposals and defenses must be reported to the Graduate School no later than the semester following the examination or defense or the Graduate School may require the examination to repeat the examination.

All Graduate School policies apply to interdisciplinary students.

### INTERNATIONAL ADMISSION

An international student is a student who is not a citizen of the United States or classified by United States Immigration and Naturalization Service as a resident alien. International applicants must meet English proficiency requirements as well as academic and financial requirements before being fully admitted to the university.

All application materials and all related credentials must be received by the Graduate School no later than 60 calendar days before the semester that the student wishes to enroll. All international applicants must take these steps to be considered for admission:

1. Obtain the appropriate International Application for Admission forms from the Graduate School.
2. Complete the forms and return them along with the non-refundable application fee.
3. Submit the "Affidavit of Support" and financial documents verifying funding to support the cost of attending UNC.
4. Submit official transcripts, mark sheets, diplomas and certificates from each institution attended. If they are not in English, submit a notarized English translation with each document.
5. International students who are not native speakers of English or who have not received their undergraduate degree from a U.S., British, Canadian, or Australian university are required to provide evidence of English language proficiency by submitting one of the following:
  - a. Official score reports of current Test of English as a Foreign Language (TOEFL). Minimum score for regular UNDERGRADUATE level admissions are as follows: 520 (paper-based), 190 (computer based), and 70 (internet-based) - with cut scores no lower than the following: Listening (16), Reading (16), Speaking (16), and Writing (18). GRADUATE level regular admission score cutoffs are: 550 (paper-based), 213 (computer-based), and 80 (internet-based) - with cut scores no lower than the following: Listening (18), Reading (20), Speaking (18), Writing (20). The IELTS is also accepted, with a minimum score of 7.0 for graduate level students and 6.0 for undergraduate students. Graduate level TOEFL scores are used for undergraduate business degree program admission.
  - b. Completion of a degree program from an accredited U.S. institution within the previous two years.
  - c. Students without the above can apply for admission to UNC's Intensive English Language program or for admission conditional upon completing an Intensive English Language program.
6. Music, Theatre, and Art applicants must contact those schools for additional requirements.
7. Copies of the biopage of your passport and your student visa (if you have one).

Schools may have higher or additional English proficiency requirements including screening or testing for English proficiency. The applicant is responsible for determining whether the school has additional language requirements. Upon application approval, international applicants will be sent a letter of admission and the proper immigration forms

will be issued. If an applicant is granted conditional admission pending completion of English language schooling and receipt of English proficiency scores, the immigration forms will be issued by the English language school.

**The Center for International Education.** One of the major goals of the Center for International Education is to enhance the intellectual and cultural development of the university community by providing our visiting scholars and students the best opportunities for educational advancement.

The academic support services provided by the Center are:

- orientation activities and seminars
- immigration document processing and counseling
- Intensive English Language programs
- International student and scholar advising
- Cross cultural activities

### Conditional Admission - International

International applicants whose academic record is sound but whose English language proficiency fails to meet the UNC minimum admission standard may be granted a conditional admission to UNC. However, as the condition for admission, they must first study Intensive English to improve their proficiency. Based on their TOEFL score at the time of admission and their score on UNC's Academic English Assessment, they will either start with English full-time, or they will qualify to take part-time English and part-time courses toward their degree (Bridge Program). Students in the Intensive English program register as full-time students at UNC, but may not be released from conditional admission status until approved to do so by the Coordinator of the Intensive English Language Program. Students enrolled in this program will receive all the benefits and services provided to full-time students at UNC.

### The Intensive English Language Program - International

The cost of the English Language Program is \$300 per credit hour.

**Qualification Criteria.** A TOEFL is not required for international students to be considered for admission to the Intensive English Language Program at UNC. Students are only required to submit a full UNC application, official copies of their most recent transcripts, and financial documentation to be qualified for admission to the Intensive English Language Program.

**Classes Offered in the IELP.** The purpose of the program is to increase the language proficiency of students to a level at which they can fully benefit from being a regular student at UNC. Classes offered include: Low Basic, High Basic, Low Intermediate, High Intermediate, Low Advanced, High Advanced, and Graduate-Prep levels. Courses include English reading, writing, listening, speaking and grammar. The IELP is offered fall semester, spring semester, and during one summer session each year.

**Length of the IELP.** The length of the program varies for each student, depending upon TOEFL score, the score the student achieves on the IELP Entrance Assessment Test administered by the Center for International Education, and performance in the CIE English classes. For more details about the program see <http://www.unco.edu/cie/esl/IELP.htm>.

For information regarding English proficiency requirements and admission to the Intensive English Language Program, please contact Trisha Moya, Program Coordinator at [trisha.moya@unco.edu](mailto:trisha.moya@unco.edu) or visit the Intensive English Language Program website: [www.unco.edu/cie/esl/IELP.htm](http://www.unco.edu/cie/esl/IELP.htm).

The Intensive English Language Program provides two tracks of study:

Track One: ENGLISH ONLY (Basic, Intermediate, and Advanced levels). Full-time study is 16 credit hours per week and there are five 8-week sessions offered in one year. Therefore, an international student can complete our Intensive English program in one year, plus one 8-week session. No TOEFL is required to enter full-time study in this program.

Track Two: BRIDGE – INTENSIVE ENGLISH + COURSEWORK TOWARD A MAJOR (Advanced and Graduate levels). Normally, students in this track take 6-8 credits of Intensive English plus 4-6 credits toward their major. No TOEFL is required to enter the Intensive English portion of this program. Conditional admission can be granted with the provision that the student successfully completes all of the Intensive English coursework required by the Academic English Assessment given upon arrival at UNC.

## ALL STUDENTS - GENERAL INFORMATION

**Financial Aid, Rates and Student Fees—on page 54**  
**Policies and Procedures for All Students—on page 58**  
**Registration—on page 63**  
**Student Resources—on page 64**

## AUTHORIZED UNIVERSITY CREDITS

Graduate credit is granted for courses taught by a faculty member who has been appointed to the graduate faculty or appointed as a Graduate Lecturer. With the exception of special assignments for XXX 513 courses approved by the college and Graduate Dean, no graduate credit is granted for any course taught by a faculty member who is pursuing an advanced degree at this institution.

## COLORADO RECIPROCAL COURSE AGREEMENT

A full-time graduate student on one campus may take one approved course per term without additional tuition at one of the following institutions: the University of Colorado, Colorado State University, and Colorado School of Mines. Such work will appear on the UNC transcript. Doctoral students may count the work toward their residency requirement.

Those students interested in this opportunity may obtain the guidelines and the proper form in the Registrar's Office. Forms must be completed and approved before the term that a student proposes to take a course.

## CONCENTRATED DELIVERY FORMAT (SHORT COURSES)

The following concentrated course delivery format is intended to provide guidance and a clear policy statement for short courses offered by UNC. All courses of brief duration should be consistent with these requirements. Exceptions to this policy may be granted by the appropriate academic dean for undergraduate courses and the academic and Graduate Dean for graduate courses. However, all courses, regardless of format, are expected to meet minimum CCE requirements (750 minutes of class contact per semester credit hour) and contain sufficient opportunities for reflection and consolidation of course content. Due to the nature of content, certain courses are not appropriate for concentrated delivery.

Contact Minute Requirements	
1 credit hour	750 contact minutes
2 credit hours	1500 contact minutes
3 credit hours	2250 contact minutes
4 credit hours	3000 contact minutes

5 credit hours	3750 contact minutes
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Instructional Length of Day, Breaks, Lunches, Travel Time, etc.	
Maximum Daily Contact	8 contact hours maximum instruction hours per day
Blocks	115 minutes maximum continuous block of time
Breaks	2-4 hours must incorporate a 15 minute break
Lunch	4 or more hours must incorporate a lunch break
Travel time	travel time will not be counted in instructional time
Maximum Consecutive	5 days

Consecutive days: Credit Hour/Meeting Days Minimum Requirement	
1 credit hour class	2 1/2 days
2 credit hour class	5 days

**Consecutive day formats for courses above 2 credit hours must be proposed to and approved by the academic dean (and Graduate Dean for graduate courses) on a case-by-case basis.**

Weekend Format: Credit Hour/Meeting Days Minimum Requirement	
1 credit hour class	2 days
2 credit hour class	4 days over 2 weekends
3 credit hour class	6 days over 3 weekends
4 credit hour class	8 days over 4 weekends
5 credit hour class	10 days over 5 weekends

**Preparation, Study and Reflection Time**

Syllabus should be provided to students a minimum of two weeks before the class meets and should include preparatory readings and assignments needed prior to the first day of the class. Research papers/projects/monitored exams should be due or administered two weeks after the end of class.

**CONTINUOUS REGISTRATION FOR GRADUATE STUDENTS**

All graduate students must be enrolled for at least 1 credit hour each academic semester (fall and spring). Students register continuously from the time they first enroll in their graduate degree program until the semester or term in which they graduate. Students must also register for at least 3 semester hours the semester (or summer term) in which they take examinations (including written and oral comprehensive examinations or approved equivalent and dissertation defenses) and the semester (or summer term) in which they graduate.

Exceptions will be considered in these circumstances:

1. Students make a strong case that their life circumstances do not permit them to continue study for a prescribed period of time. These circumstances might include unforeseen financial burdens, family responsibilities, health problems, or other significant disruption or hardship. Leaves of absence are typically not granted for a period exceeding one year.

However, under extraordinary circumstances, a leave of absence may be extended for a period that exceeds one year; students seeking such a leave are expected to provide documentation.

2. Students who enroll in summer terms may petition for summer term to count as one of the fall or spring semesters.
3. Students in summer-only programs and students in off-campus programs with course offerings not resembling on-campus term schedules may apply for exception. However, these students are also expected to adhere to the spirit of the policy, which encourages ongoing and sustained progress toward degree completion.
4. Programs, and not just individual students, may also apply for exceptions.

Transfer of credit from other institutions will **not** be considered in lieu of continuous registration.

**Request for Exception.** Students seeking an exception to the Continuous Registration Policy for Graduate Students are encouraged to follow procedures of the *Graduate Student Petition for Exception*. Students should complete the petition in a timely fashion so as to ensure their continued status with the university is protected. The form requires the student's completion and signatures by the student, program advisor, school director/division director, and Graduate Dean.

**Failure to Follow Continuous Registration Policy for Graduate Students.** Students who fail to register continuously and are not approved for exception will be notified with a letter of warning the first semester during which they fail to enroll. At the end of the second semester of non-enrollment they will be classified as discontinued. Discontinued students will need to re-apply to the Graduate School and be re-accepted by their program and the Graduate Dean if they wish to resume their studies. Acceptance is not guaranteed. Additional coursework and examinations may be required for students who are re-admitted.

**COURSE REPEAT POLICY**

Although approved courses may be repeated for credit, some courses may have limits to the amount of credit earned. Repeated courses are recorded on the transcript for every individual registration; all letter grades count toward the cumulative grade point average. A non-repeatable course may be repeated but will be counted in total credits toward graduation only one time.

**COURSEWORK COUNTED IN NEXT HIGHER DEGREE**

While completing one degree, students may count a maximum of 12 graduate credits applicable to the next higher degree. Such dual enrollment is limited to two consecutive semesters. All credits applicable to graduate degrees must be earned within the time limits specified for each degree program. The initial date for the next higher degree will be the date of the first course credits counted toward that degree. Students will be accountable for the final examination in the courses taken for the next higher degree.

If students desire to count work toward the next higher degree, they must have:

1. applied for and been admitted to the next higher degree program;
2. applied for graduation in the current degree program;
3. submitted a "Petition to Count Work Toward the Next Higher Degree" form to the Graduate School before starting any courses that are to count on the next higher degree.

Seniors registering for master's degree work according to this procedure will continue to be classified as undergraduates until they have been awarded their baccalaureate degrees.



## CREDIT BY COURSE NUMBER

Graduate students may not count courses numbered 100-499 toward graduate degree programs; courses numbered 700-799 may be taken for specialist or doctoral credit only. Upon prior written permission of the instructor, the major advisor, and the school director, an undergraduate student may take 500-level courses. Only those undergraduate students who have been previously approved to count work toward the next higher degree will be permitted to take 600-level courses.

Courses at the university are sequentially numbered. Courses numbered 100-499 are for undergraduate credit, and courses numbered 500 to 799 are for graduate credit.

## DISTANCE DELIVERED COURSE CREDIT

Courses delivered through alternative means (e.g., distance delivery, independent studies, communications technology or computer assisted delivery) must be approved by the sponsoring school, college dean and the Dean of the Graduate School to be considered for graduate program credit. Courses shall have a defined relationship and applicability to degree and/or licensure programs as electives, support courses, or courses that fulfill program requirements.

## ENRICHMENT CREDITS FROM OTHER INSTITUTIONS

At the request of the student or the school, the Graduate Dean may approve the graduate student to attend another accredited institution offering graduate degrees to earn a maximum of 10 semester hours of specific course credit.

## MULTIPLE NUMBERED COURSES

Upon approval by the Graduate Council, courses numbered 400-599 may be double-numbered allowing undergraduate and graduate students to enroll simultaneously. All double-numbered courses may also be offered independently at either the graduate or undergraduate level. No course identified as an undergraduate Liberal Arts Core course may be double-numbered. At least two-thirds of a student's master's degree program must be in courses that are not double-numbered courses or in courses that have been taught solely as 500-level or above graduate courses.

The following guidelines will be utilized in the process of evaluating new course proposals involving multiple numbering:

- All programs requesting approval of multiple numbered courses must demonstrate in the rationale of the course proposal the academic value of and need for the proposed course in this format.
- In situations where a nongraduate degree program is seeking to include a multiple numbered course in its offerings that is intended to serve other units of the university, the requesting program must include supporting materials from those units.
- Nongraduate degree programs requesting approval of multiple numbered courses must demonstrate that the necessary expertise to teach the course exists in the faculty of that program.
- The practice will be to limit the number of graduate level courses offered by non-graduate degree programs. The specific number of courses will be determined on a case by case basis.
- All new requests for multiple numbered courses should try to pair a 500 level course with a 400 level course.
- Many course proposals are submitted with little or no distinction made in the qualitative differences between the graduate and undergraduate components of the course. It is the concern of the Graduate Council that the significant differences in this regard should be clearly articulated in terms of all aspects of the proposed course. It is considered insufficient to require graduate students to perform the same work as undergraduate students, but at a significantly higher level of accomplishment, without a clear delineation of those qualitative criteria. It is also considered

insufficient to merely require a research paper/project of a brief nature, as the "graduate" component of the course. Therefore, all new course proposals must clearly distinguish, in the syllabus, the qualitative differences between the graduate and undergraduate components of the course. The significant differences in this regard should be clearly articulated in terms of expectation of outcomes, specific course content, course delivery, and evaluation of work.

Multiple numbered courses are generally discouraged on the grounds that the practice tends to limit the expectations of the graduate component of the course by grouping together undergraduate and graduate level students. While this may be seen to be challenging and advantageous to the undergraduate students, the concern exists that graduate students will not be presented with true graduate-level education because of "watering down" the content to meet the needs of the undergraduate students.

## TRANSFER CREDIT

A student who wishes to transfer credit must obtain and complete a *Petition to Count Work in a Degree Program* form and must obtain an official transcript(s) showing the course(s) to be transferred. The student must then present the completed petition and transcript to the program advisor for approval or disapproval. If the program advisor approves and signs the petition, it must be sent to the Graduate School for final approval/disapproval. This process must occur no later than three weeks prior to the end of the semester that the student plans to graduate. Courses requested for transfer must meet all criteria for credit transfer (see general transfer policies) to be approved by the Graduate School.

- Transfer work is not used in the calculation of the graduate grade point average.
- Graduate credit earned in off-campus or extension courses is not transferable unless it is acceptable to the major school and to the Graduate School.
- Transfer credit will not be accepted if the work was used to obtain a degree or is included as part of another degree at any institution.
- Transfer work must be approved by the school and must be "A" or "B" work.
- Transfer credit cannot be used to meet any residency requirement.
- Transfer credit cannot be used to make up "D," "F," or "U" grades received in required courses. Courses graded "S/U" are not transferable unless documentation can be obtained from the originating institution stating that the "S" grade granted is equivalent to an "A" or "B" grade.
- All program requirements, including transfer work, must be completed within the time limits of the degree program, i.e., five years for the master's degree, six years for the specialist degree, or eight years for the doctoral degree.
- Transfer courses must be numbered as graduate level according to the course numbering system at the originating institution.
- Transfer courses must be from accredited institutions of higher education that offer equivalent level degrees (e.g., doctoral degrees if transferring graduate credit into a doctoral program).

## UNCLASSIFIED COURSE CREDIT

A maximum of nine semester hours of course work taken while in an unclassified status may be used toward a graduate degree program (no more than one semester of full time enrollment). Unclassified status refers to a student who has at least a baccalaureate degree and has not been admitted into a graduate degree program or is not seeking admission into a graduate degree program.

The Graduate School may place holds on the registration of students that have taken the maximum hours and have not been admitted. Course registration will be suspended until an admission decision has been made. Thus, the student's

application must be complete and the program faculty must recommend either a regular admission or must deny admission by the end of the first semester or the completion of nine semester hours.

## VARIABLE TOPIC COURSES

A maximum of nine semester hours, individually or in combination, of courses numbered 508, 513, or 622 may be counted toward a graduate degree except

- **Master's:** A maximum of three semester credits of 513 (Professional Renewal) may be counted toward the master's degree.
- **Specialist:** For baccalaureate only students, a maximum of 12 semester hours of 508, 513 or 622, individually or in combination, will be counted toward a specialist degree.

## GRADUATE PROGRAMS

See **"Certificate Programs" on page 218.**

See **"Doctoral Degrees" on page 199.**

See **"Doctoral Minors" on page 216.**

See **"Educational Specialist Degrees" on page 198.**

See **"Endorsement and Licensure Programs" on page 220.**

See **"Master's Degrees" on page 175.**

## PROGRAM REQUIREMENTS

### ADVISING

Each student will be assigned an academic advisor upon acceptance into a graduate program. Only members of the graduate faculty are authorized to serve as program advisors for graduate students. The program advisor is responsible for helping students understand the expectations and requirements of their academic programs and planning their programs to satisfy all requirements. The program advisor is responsible for assisting students with questions regarding their academic programs such as expectations for comprehensive examinations, theses, or internships, as guided by school, university and Graduate School policies and procedures. The program advisor is also responsible for professional advising and guidance including assisting students with planning for their academic and professional future.

It is the responsibility of the school to notify the Graduate School of the advisor assignment and any change in advisor assignment. Any advisor-approved deviations from published program requirements or plans of study are communicated to the Graduate School, in writing, by the program advisor to assist the graduation check process.

The importance of the program advisor cannot be overstated. Program advisement includes all aspects of students' present and future academic and professional planning. It is often the program advisor who is able to help students conceptualize their academic program within the context of their own professional goals and aspirations. This responsibility is likely to involve extensive discussions of academic or professional goals well beyond the current program.

### CHANGE OF MAJOR

Currently enrolled graduate students may change their major from one graduate program to another or from one emphasis to another with the approval of the school for both program areas and final approval by the Graduate School.

If a student is admitted in a degree program and if the student desires to change programs, the student must complete a *Request for Change of Major* form and receive appropriate school approvals.

Note: A change of emphasis is equivalent to a change of major.

## COMPREHENSIVE EXAMINATIONS

Also see specific degree requirements. Records of written comprehensive examinations are maintained in the program area for a period of 12 calendar months. These examinations are to be confidential and only available to the student who completed an exam and school faculty to address potential appeals and/or questions of administration and grading procedures. Students may request to review their comprehensive examination but may not be allowed access to written responses of other students. Past comprehensive examination responses with identification removed can be used by program faculty as models for instructional purposes.

## ENGLISH COMPETENCY: SPOKEN AND WRITTEN

A student is expected to have competency in English usage and speech skills that will enable the student to progress satisfactorily in the chosen curriculum and to perform adequately in the chosen vocation. Consequently, a student may be counseled or required by a school and/or advisor to enroll in an English and/or a speech course(s).

## GRADUATION REQUIREMENTS

Graduation requirements are checked in accordance with one specific university Catalog. The Catalog used to meet graduation requirements is normally the one published for the academic year during which the student first enrolls after admission to the university. The student must specify the Catalog under which he/she wishes to be evaluated and must meet all requirements in that Catalog.

The student may select any subsequent Catalog up to and including the current one, provided the student was in attendance at the university during that academic year. However, a student may not choose to meet some requirements in one Catalog and other requirements in another Catalog.

## LETTER OF COMPLETION

Usually, an official transcript is proof of completion of a degree. If a student needs proof of the degree prior to the availability of official transcripts with degree indicated, he/she may contact the Graduate School in writing, for a letter of completion. A letter of completion can be issued only after all the degree requirements have been officially verified as completed including posting of grades for the current semester by the Registrar.

## PETITION FOR EXCEPTION

Graduate students may petition for exceptions to certain procedures, rules, policies, and requirements. The *Graduate Student Petition for Exception* forms are available in school offices or on the Graduate School website. When petitioning for an exception to a rule, policy or requirement, the student will explain how the exception would enhance the academic program, allow the continuation of a productive academic program, allow recovery from lost opportunity due to health or traumatic events or allow the student to profit from unique educational opportunities impeded by Graduate School regulations. When requesting an extension of program time limit, the student will describe specific steps, proposed scheduling and evidence of progress toward

completing program requirements. Signatures of the program advisor and school director indicating approval of and support for the request will be required on this form prior to submitting the request to the Graduate School.

## PROGRAM TERMINATION

A student's degree program may be terminated for one or more of the following reasons:

- Based on an overall evaluation of a student's progress, the major school recommends that the student's program be terminated;
- the school declines to issue a letter of continuation based on an overall evaluation of a specialist or doctoral student's progress;
- in order to remain in a graduate program, a graduate student must maintain a cumulative grade point average of 3.00 in graduate level courses. A graduate student may not graduate with a cumulative grade point average below 3.00. If student's cumulative grade point average drops below 3.00 after taking at least 9 graduate level credit hours, a warning letter will be sent to the student. The degree program of a student who has been sent a warning letter will be terminated if the student's grade point average is below 3.00 after completing an additional 9 or more graduate level credit hours in which grades of "A," "B," "C," "D," or "F" are earned. All grades earned during the semester that the 9th hour is earned are used in the calculation of the grade average;
- fails the retake of the written comprehensive examination or its approved equivalent;
- fails the retake of the oral comprehensive examination; or
- submits an unsatisfactory thesis or dissertation.

### Readmission Subsequent to Program Termination

A student whose degree program has been terminated may be admitted to a different degree program. The following policies apply:

- The student may apply for admission only to a different degree program.
- If admitted, the student must complete all standard requirements of the program to which he/she has been admitted.
- A maximum of 9 semester hours from the terminated program may be counted in the new program if approved by the new program advisor and the Graduate School.

If the student's former program was terminated due to failure of the retake of the comprehensive examination or its equivalent, the student will be allowed only one opportunity to pass the comprehensive examination or approved equivalent in the new program.

## RESEARCH ISSUES

### Internal Review Board (IRB)

Before any research involving human subjects can be conducted under the auspices of the university, an Internal Review Board (IRB) review is required. Data from human subjects are not to be collected until written approval is received from the university Internal Review Board. The main considerations and responsibilities of the IRB are to assure that ethical standards and the protection of human rights are maintained in any research conducted while at UNC.

Researchers are advised to obtain and submit an IRB packet early in their research process to allow time for a thorough review. Graduate students and faculty members can request an IRB packet from the Sponsored Programs and Academic Research Center (SPARC) or from the SPARC website.

## STUDENT LIABILITY

To protect against liability claims, all research involving subject consent requires a statement informing potential subjects that their participation is not covered by university liability insurance. The subject consent form must include the following statement:

*If injuries occur during the course of research, subjects are advised that the University of Northern Colorado is a publicly-funded institution of higher education and as such, liability may be limited under and governed by the Colorado Governmental Immunity Act.*

The State of Colorado's Risk Management Division (the unit responsible for UNC's liability insurance) has concluded that student researchers are not protected by the state against claims unless they are student employees, interns, or authorized volunteers assigned to a research project (most student researchers would not be). This means that most graduate students working on their master's theses or doctoral dissertations are not protected by the state of Colorado against claims resulting from their research.

This decision has serious implications for student researchers who are working with human subjects. Any student researcher who is placing subjects at some level of risk should be concerned. For example, student researchers are engaged in a variety of activities that could potentially harm their subjects (e.g., they draw blood, conduct therapy sessions, evaluate physical conditioning). Regardless of how responsible researchers may be, accidents can happen. Though the researcher is ultimately responsible for the health and safety of research subjects, low risk research, as defined by Health and Human Services (HHS) Guidelines and described in the IRB instruction packet, may not be recommended for special liability insurance coverage.

For moderate to high risk procedures, the IRB committee will strongly recommend that student's purchase liability insurance either through a professional association or an alternative source.

## MASTER'S DEGREE, SPECIFIC REQUIREMENTS

Master's degrees (M.A., M.A.T., M.M., M.P.H., M.S.) are awarded for a level of academic accomplishment substantially beyond that required for the baccalaureate degree. Programs consist of a coherent pattern of courses, seminars, and supervised learning experiences that culminate in a comprehensive examination and, in some cases, a thesis. Master's programs require a minimum of 30 semester hours beyond the baccalaureate degree plus additional time in preparation for comprehensive examinations and thesis writing.

### MASTER'S ADMISSION

Each applicant to a master's degree program must possess a baccalaureate degree from an accredited college or university and have a grade point average of 3.00 or better [on a 4.00 point scale] on the most recent 60 semester hours.

If someone is recommended for admission who does not meet the Graduate School standard, a rationale must be provided stating the factors which were considered in recommending the student: GPA in the discipline, maturity, letters of recommendation, samples of their work, GRE scores or other compelling factors. All recommendations for admission below the 3.00 will be reviewed by the Graduate Dean or his/her designee.

### DOUBLE MAJOR

Only one degree will be awarded (e.g. M.A., M.A.T., M.M., M.P.H., M.S.) and only one degree will be reflected on the transcript, but both majors will be noted. The student must specify, therefore, which degree is to be used for degree



purposes. Double majors must meet all requirements and must apply for, take, and pass the comprehensive examination or approved equivalent in each major. No degree will be awarded until all requirements for both majors are complete.

If a student is interested in obtaining two master's degrees, it is recommended that they complete one degree program completely before applying to the other. Students are commonly advised that it is most often to their advantage to seek a higher degree (specialist or doctorate) upon completion of a master's degree rather than obtaining two master's degrees. Additional consultation from the student's program advisor or the Graduate School regarding a decision to declare a double major or to seek two master's degrees should be pursued.

### Drop of Double Major

A student with a double major may drop one of the majors before taking either comprehensive examination only if he/she has a UNC grade point average of 3.00 in the major being dropped. Once a student has taken the comprehensive examination for one of the majors, neither major can be dropped.

## COURSES AND CREDIT HOURS

The university requires a minimum of 30 semester hours for a master's degree. This includes at least 24 semester hours of discipline content courses. Chemistry and Biological Sciences master's programs require a minimum of 20 semester hours of discipline content courses. Programs may have requirements that exceed the minimum standards established by the university.

A maximum of three semester credits of 513 (Professional Renewal) may be counted toward the master's degree.

### Transfer Credit

**Master's and Specialist Degree Policy.** Students must complete a minimum of 24 credits through the University of Northern Colorado as part of their master's degree or post-master's specialist degree. Thus, students can transfer up to six (6) credits from another accredited institution, that offers graduate degrees, into a 30 credit hour master's or specialist degree program. If the program requirements exceed the minimum 30 credits, students are allowed to transfer additional credits as determined by the school or program faculty. Students without a master's degree must complete 48 semester credit hours at UNC of the 60 required credits for a specialist degree. Students are encouraged to check school policies regarding transfer of credit.

These policies allow programs that exceed the 30 credit minimum for a master's/specialist to establish school transfer limits and guidelines that exceed minimum requirements. As long as the minimum number of credits through UNC are observed, transfer credit allowances to students will be determined by program faculty and can vary on a case by case basis. The Graduate School will not approve students for graduation with fewer than the required UNC credits.

## PROGRAM REQUIREMENTS

### Comprehensive Examinations

#### Master's Thesis in Lieu of Comps

Whether the master's thesis is to be completed as an additional program requirement or as a project in lieu of the written comprehensive examination, a thesis committee of at least two graduate faculty members is required. If the thesis is in lieu of the written comprehensive examination, school procedures for determining comprehensive examination eligibility are to be used prior to conducting the thesis research and at least two signatures from graduate faculty members must be obtained to indicate the successful completion of the thesis.

If the master's thesis is required in addition to the comprehensive examination, the student needs only to submit the thesis signed by two graduate faculty members to the Graduate School upon completion. The Graduate Dean will be the final approval signature on the thesis.

If the student plans to complete a thesis, whether in lieu of the comprehensive examination or in addition, the student must register for a minimum of six (6) semester hours of 699-Thesis. No more than six hours of thesis may be applied to the minimum credit requirements of a student's program.

### Written Comprehensive Examinations

Each master's degree and specialist degree student must pass a written comprehensive examination or otherwise show competency in the discipline by successfully completing a specified equivalent that has been approved by the Graduate Council (thesis or project in lieu of comprehensive examinations). Defense of a project or thesis in lieu of comprehensive examinations is equivalent to administering the comprehensive examination.

The major school is responsible for determining the student's eligibility for taking the examination as well as scheduling the time, date, and place of the examination. This examination or its approved equivalent may not be taken until the student has:

- been granted regular admission to the program
- completed school-specified course requirements
- maintained a GPA of at least 3.0 in their program
- received approval from the program advisor.

**Application.** The student will apply in the academic school office for the written comprehensive examination or to defend the thesis before the thesis committee. The comprehensive examination permit is valid only for the semester that it is issued. The program advisor must be consulted for information regarding examination format, procedures, time, date, and place.

Students should not wait until they have been notified of comprehensive examination results before applying for graduation. If the student plans to graduate at the end of the semester in which he/she takes the comprehensive examination or completes the approved equivalent, the student must apply for graduation within the published deadlines.

Once the comprehensive examination session begins, it is considered a take of the examination. If the student leaves the examination session and does not return, the examination will be considered taken and the exam will be evaluated accordingly and reported to the Graduate School.

**Results.** Once the examination has been evaluated or the project/thesis has been defended (project for Specialist students), the program advisor must return the signed report form to the Graduate School indicating a pass or failure of the examination. If the student plans to graduate, this must be done on or before the published deadline to submit the results of the written comprehensive examination for that semester.

A retake may not be scheduled during the same semester that the original examination was completed. Failure of the retake of the examination or its equivalent will result in the termination of the student's degree program.

Results must be reported to the Graduate School within one semester or be retaken.

**Filing the Thesis (Master's).** All students must follow the program and graduate school guidelines for writing the master's thesis. The Graduate School Thesis Manual is found on our website at <http://www.unco.edu/grad/>.

After committee members sign off on the thesis, one copy and four original signature pages should be submitted to the Graduate School for an editorial review and dean's approval at least 4 weeks, (28 calendar days) prior to the requested graduation date. The graduate school shall give the student all changes and corrections that must be made before the student turns in the final thesis. The Graduate School will

confer the student's degree once we have received the final version and the specific forms for binding and billing, mailing and publication (optional). More detail about the final submission procedures can be found on the Graduate School website (<http://www.unco.edu/grad/>)

## Graduation Application

All master's and specialist students must apply for graduation no later than the end of the semester preceding the semester that a student plans to graduate. A late fee will be assessed for late applications. The student has the responsibility for determining that the application has been filed with the Graduate School. The Graduate School will not process a graduation application that is not signed by the student and program advisor.

If the student does not complete all requirements for the degree and, therefore, does not graduate at the end of the proposed semester, the application will be placed in the deferred file. The student must give written notice to the Graduate School when he/she wishes to appear again on the tentative list of graduates.

All graduating students are encouraged to attend graduation. Those students participating in the graduation ceremony are required to wear appropriate academic regalia. Diplomas are not issued at the graduation ceremony. They will be mailed to addresses supplied by the students to the Graduate School. Failure to supply the mailing address could result in a delay in receipt of the diploma. No diploma will be issued until all requirements for graduation have been met.

## Plan of Study

The program listed in the university Catalog will serve as the plan of study for master's programs.

Written requests for changes or substitutions in the plan of study must be signed by the program advisor and submitted to the Graduate School. Students should take the responsibility to make sure any deviations from the Catalog are documented in their Graduate School file. Schools are also encouraged to identify any deficiency courses a student must complete at the time of screening for admission.

## Research Requirements

**Master's and Specialist research policy.** Student's must complete at least one course in research methodology designated as appropriate to the discipline and approved by the Graduate Council. Courses numbered XXX 622 (Directed Studies) shall not be used as a substitute for the research course.

The Graduate School will not waive this requirement but can approve an appropriate substitute research methodology course. The program advisor must provide a written request to substitute an alternative course, a syllabus for the course, and rationale for the requested substitute to the Graduate Dean in the form of a "Graduate Student Petition for Exception". If the student earned a graduate degree from an accredited institution within the last five years in which an equivalent research course was taken, the program advisor must provide a written request to waive the UNC research requirement based on the previous course work completed.

## Time Limit

The maximum time allowed for the completion of the master's degree is five calendar years beginning with the first semester of enrollment after admission has been granted. However, program time limits are adjusted to reflect approval of transfer credit or unclassified hours. Student must complete the degree within five calendar years beginning with the earliest work counted in the program (which would include transfer credit and unclassified hours).

# SPECIALIST DEGREES, SPECIFIC REQUIREMENTS

**Specialist in Education degrees (Ed.S.)** are awarded for concentrated study and investigation beyond the master's degree. Programs are designed on an individual basis and are sharply focused on a particular academic goal. Specialist programs may cut across school lines but are not offered in all discipline areas. The degree requires a minimum of 30 semester hours beyond the master's degree.

## SPECIALIST ADMISSION

Each applicant to a specialist degree program must possess a baccalaureate degree from an accredited college or university and have a grade point average of 3.00 or better [4.00 point scale] on the most recent 60 semester hours and an adequate academic background in the proposed area of specialization as defined by the program through which the specialist degree is to be awarded. Those applicants having a GPA less than 3.00 may be considered for admission. If someone is recommended for admission who does not meet the Graduate School standard, a rationale must be provided stating the factors which were considered in recommending the student: GPA in the discipline, maturity, letters of recommendation, samples of their work, GRE scores or other compelling factors. All recommendations for admission below the 3.00 will be reviewed by the Graduate Dean and his/her designee.

## COURSES AND CREDIT HOURS

A student entering a specialist degree program who possesses a master's degree must earn a minimum of 30 semester hours of graduate credit beyond the master's degree. A student entering a specialist degree program who possesses only a baccalaureate degree must earn a minimum of 60 semester hours of graduate credit beyond the baccalaureate degree. Schools may have requirements that exceed the minimum standards established by the university.

## Transfer Credit

See: "Transfer Credit" on page 164.

## Variable Topic Courses

See: "Variable Topic Courses" on page 162.

## PROGRAM REQUIREMENTS

### Comprehensive Examinations

Each specialist student must pass a written comprehensive examination in the area of specialization and pass any other examination(s) the supervising committee may require. The written comprehensive examination may not be taken until the student has:

- been granted regular admission to the program
- filed an approved plan of study
- completed at least 20 semester hours (50 semester hours if baccalaureate only student) of work applicable toward the degree, not including the practicum
- maintained a GPA of at least 3.0 in their program
- received approval from the program advisor
- and see requirements under **Written Comprehensive Examinations—on page 164**

### Plan of Study

In conjunction with the supervising committee, each specialist degree student must prepare a plan of study that clearly specifies core requirements and identifies elective, transfer, and double numbered course work.

- The plan must be formalized on a *Plan of Study* form and the completed form, including the signature of the program advisor, must be filed with the Graduate School by the end of the student's first semester of enrollment after admission.

Upon receipt of a properly signed *Plan of Study* from the Dean of the Graduate School or his/her designee shall review the plan and approve or disapprove the plan. If approved, the *Plan of Study* form will be filed in the student's folder. If disapproved, the *Plan of Study* form will be returned to the student for correction and re-submission. Because the plan of study will be the basis for the graduation check, any deviation from the plan of study must be approved by the program advisor and the Dean of the Graduate School or his/her designee. Requests for changes to the plan of study must be approved by the advisor and submitted in writing to the Graduate School with copies sent to all committee members.

## Graduation Application

See: "Graduation Application" on page 165.

## Research Requirements

See: "Research Requirements" on page 165.

## Supervising Committee

A two-person specialist supervising committee, recommended by the school, will supervise a student's specialist degree program. The supervising committee will assist the student in preparing a plan of study, oversee comprehensive examinations where appropriate, and direct the student's practicum.

## Time Limit

The maximum time allowed for completion of the Specialist in Education degree is six calendar years beginning with the first semester of enrollment after admission has been granted. However, program time limits are adjusted to reflect approval of transfer credit or unclassified hours. Student must complete the degree within six calendar years beginning with the earliest work counted in the program (which would include transfer credit and unclassified hours).

# DOCTORAL DEGREES, SPECIFIC REQUIREMENTS

**Doctor of Audiology degrees (Au.D.)** are awarded for completion of the professional practitioner program designed for entry level activity as an audiologist. Audiologists are professional practitioners responsible for the prevention, diagnosis, treatment and management of hearing disorders in children and adults.

**Doctor of Arts degrees (D.A.)** are awarded for completion of content-oriented programs to prepare the candidate for a career in college or university teaching. The student is expected to specialize in a specific field of study but is not expected to specialize in a single facet of the chosen field. General components of the program include coursework in the major area, supervised practica in college teaching, and a dissertation involving a significant teaching/education problem(s) or a traditional research topic. Students are offered considerable flexibility in program development. The degree is not research-oriented, but the recipient will demonstrate research competence by preparing a dissertation designed to support college/university teaching.

**Doctor of Education degrees (Ed.D.)** are awarded for completion of professional or practitioner programs designed to prepare candidates for positions of leadership in all fields including elementary and secondary education, higher education, business, industry, government, and the military. These doctoral programs prepare graduates for service in instructional, supervisory, and administrative capacities.

**Doctor of Philosophy degrees (Ph.D.)** are awarded for completion of the research degree granted only to students who have 1) mastery of definite fields of knowledge to the extent they are familiar both with what has been done in their specific field and with the potentialities and opportunities for further advances, 2) a demonstrated

capacity to do original and independent scholarly investigation or creative work in their specific field, and 3) the ability to integrate their specific field or specialization with the larger domains of knowledge and understanding.

**Doctor of Psychology degrees (Psy.D.)** are awarded for completion of the counseling psychology program. A Psy.D. in counseling psychology indicates that the degree holder has specialized training in the area of psychological aspects of counseling/therapy and human behavior. The degree is a professional/practitioner degree at the highest level of university training.

**Post-Doctoral Programs** of research and advanced study are available in selected areas to persons holding the earned Doctor of Arts, Doctor of Education, Doctor of Philosophy, or Doctor of Psychology degree. Work at the post-doctoral level may be taken in areas such as educational leadership and policy studies, educational technology, educational psychology, counseling psychology, elementary education, special education, applied statistics, and other disciplines.

The specific research project or program of study is planned by the post-doctoral student in conference with a faculty committee appointed to advise the student throughout the program and to assess the student's progress at the end of the program.

Admission information is available in the Graduate School. Post-doctoral admission is granted on an individual basis.

## DOCTORAL ADMISSION

Each applicant for the doctoral degree must:

- Possess a baccalaureate degree from an accredited college or university,
- Submit three letters of recommendation confirming that the applicant has the ability to do doctoral work in the proposed discipline(s),
- Have a minimum level of achievement combining GPA and GRE performance.
- GRE scores must be less than five years old.

Doctoral applicants meet the Graduate School minimum criteria for admission if they have a GPA of at least 3.0 on a 4.0 scale on the most recently completed degree, scores of at least 400 on both the verbal and quantitative sections of the GRE-General Test with a combined score of at least 1000 and an analytical writing score of at least 3.5. A higher GRE score can compensate for a lower GPA and a higher GPA can compensate for a lower test score. For doctoral applicants who do not meet Graduate School requirements, the Graduate School will consider school recommendation for admission. A written explanation must accompany the recommendation explaining circumstances and factors considered justifying acceptance of the applicant.

The doctoral programs at UNC do not utilize quantitative rating systems and standard criteria weightings as sole determining factors for decisions concerning the acceptance of doctoral applicants. Quantitative information such as GPA or GRE scores is considered in combination with qualitative information derived from letters of recommendation, applicant goal statements, as well as past academic and professional accomplishments. Because of the specialized nature of doctoral work, it is incumbent on the faculty to utilize their professional judgment in determining to what extent a student is qualified for entry into a particular program. The information requested by each school upon which their decision is to be based, gives the faculty the opportunity to thoroughly and carefully evaluate the strengths and potential of each applicant.

Each application introduces a unique combination of qualifications for a program of doctoral study. Decisions to accept or not accept a potential doctoral student must thoroughly consider all of the information pertinent to the applicant's qualifications including sensitivity to diverse applicant backgrounds. Only in this way can strict adherence to and consideration of affirmative action policies be



maintained. The doctoral student selection process thus avoids undesirable, restrictive, and potentially capricious decisions that can arise from over-reliance on purely quantitative selection criteria.

Schools offering doctoral programs may recommend admission based upon supplemental/alternate criteria that have been established by the major school and approved by the Graduate Council.

## Doctoral Minor

Doctoral minors consist of a minimum of 15 semester hours of course work in a discipline different from the doctoral program. Any school with at least one approved graduate degree program (master's, specialist, or doctorate) is eligible to offer doctoral minor(s). With school and college approval to offer the doctoral minor the proposal is submitted through the university curriculum approval process. Upon approval, the doctoral minor will be listed in the university Catalog.

Graduate students admitted to doctoral programs may, upon approval of their doctoral program advisor, select a minor program of study for inclusion in their doctoral program. Completion of the doctoral minor will be indicated on the student's transcript. Doctoral students who have been approved by the school to pursue a doctoral minor will include the requirements for completion of the minor in their doctoral plan of study.

The credit hours associated with an approved doctoral minor would count toward the total doctoral degree program hours required only when they overlap with electives or research core requirements. No course would be allowed to count for double credit hours. Students would not be allowed to pursue a minor offered under the same program name as the doctoral program to which they are admitted. To complete a minor, the student must first be officially admitted to a doctoral degree program.

## Master's Enroute to the Doctoral Degree

Students who have been admitted to a doctoral program may complete a master's degree in the same discipline enroute to completion of the doctoral degree if this option has been previously requested by the school and approved as a program modification for this degree program through the curriculum approval process. Students should contact the Graduate School for details concerning this policy.

## Second Doctorate Guidelines

Double majors are not permitted at the doctoral level. A student may receive a second doctoral degree from UNC provided that the requirements for the first doctoral degree have been completed before initiating the second degree program and provided that no course work from the first degree is counted toward the second degree.

## COURSES AND CREDIT HOURS

### Credit Hours

A student entering a doctoral program who possesses a master's degree must earn a minimum of 64 semester hours of graduate credit beyond the master's degree. This includes a minimum of 48 semester hours of graduate level discipline content courses and 16 semester hours of research credit.

A student who possesses only a baccalaureate degree must earn a minimum of 94 semester hours of graduate credit beyond the baccalaureate degree. This includes a minimum of 78 semester hours of graduate level discipline content courses and 16 semester hours of research credit.

A student who possesses a master's degree but who is attempting to obtain a second master's degree enroute to a doctoral degree must meet the same credit hour requirements as the baccalaureate only student.

A student who possesses a specialist degree may count a maximum of 21 semester hours of specialist work in the doctoral program with the approval of the Graduate School, the program advisor, and all members of the doctoral committee. Schools may have requirements that exceed the minimums established by the university.

## Transfer Credit

Doctoral students must complete a minimum of 40 semester hours through UNC of the 64 minimum required for a doctoral degree. If the program requirements exceed the 64 credit minimum, students are allowed to transfer additional credits, as determined by their advisor, from another accredited institution that grants doctoral degrees. Doctoral students without a master's degree must complete 64 of the 94 required credits at UNC for a doctoral degree. The plan of study will indicate transfer credits to be included in a student's program. Students are encouraged to check school policies regarding transfer of credit.

These policies allow programs that exceed the 64 credit minimum for a doctoral degree to establish school transfer limits and guidelines that exceed minimums. As long as the minimum number of credits through UNC are observed, transfer credit allowances to students will be determined by program faculty and can vary on a case by case basis. The Graduate School will not approve students for graduation with fewer than the required UNC credits.

## PROGRAM REQUIREMENTS

### Doctoral Committee

As of August 25, 2008, in addition to the doctoral program advisor appointed by the program area, each doctoral student must have a doctoral committee appointed before the written comprehensive exam is taken. The appointment shall occur no later than the end of the semester prior to the scheduled comprehensive examination. At minimum, a doctoral committee must consist of:

1. a chair or co-chair from within the program/discipline area; (one must hold Doctoral Research [DR] status);
2. one additional faculty member from within the program/discipline area;
3. one additional faculty member from within an area of inquiry;
4. a faculty representative.

All committee members must have at least Graduate Faculty (GF) status. The Chair must have DR. The Doctoral Committee is subject to the approval of the program advisor and the Graduate School. Please consult your advisor for individual program requirements.

The student and all members of the doctoral committee will receive confirmation of the approved committee assignments. Unless the student or committee chairperson otherwise informs the Graduate School or the Graduate School informs the student of the need for a change, the doctoral committee membership will remain the same from the written comprehensive examination throughout the dissertation research stages of the program.

The Graduate School will confirm that the student's requested committee is appropriate as a doctoral research committee each time the graduate school receives the *Request to Schedule the Doctoral Examination* to schedule oral comps and dissertation defense.

The student should nominate a faculty representative from outside the program discipline to serve on the committee. The final approval of the faculty representative is the responsibility of the Graduate Dean. The faculty representative is a full voting member with all the rights and responsibilities of any other member and must be present at the student's doctoral oral examination and dissertation defense. The faculty member must hold graduate faculty status and should be in a different school program/discipline area than that of the

student's program/discipline area. The faculty representative is expected to contribute conceptual, theoretical, methodological and/or academic expertise from an alternative disciplinary perspective.

No faculty member will be appointed to a doctoral committee without his/her consent. University faculty who have not been appointed Graduate Faculty or Doctoral Research status by the Graduate Council shall not be appointed as members of doctoral committees. An Honorary member is not required, but is allowed when an off campus faculty member with research expertise related to the study is requested. The Honorary committee member is a full voting member with all the rights and responsibilities of other members of the committee and must be present at the student's doctoral oral examination and dissertation defense. If there is to be a difference in the doctoral committee structure for the oral comprehensive examination and the dissertation research, the student must submit a change of committee membership form to the Graduate School. Graduate School receives the results of the oral examination. If a committee member or faculty representative is unable to present during an oral examination of defense, the program area shall appoint a replacement committee member who has been previously approved by the Graduate School. The Graduate School must be notified of the replacement before the exam or defense. If a replacement cannot be appointed prior to the examination or defense, the exam must be rescheduled for a future date. The concerns and recommendations of all committee members, including the faculty representative, are crucial to the dissertation approval process.

## Plan of Study

A committee of at least three persons appointed and approved by the major school and, if applicable, by any supporting area school shall supervise the planning of a student's doctoral degree program. In conjunctions with the doctoral committee, each doctoral student must prepare a long-range plan of study that clearly specifies core requirements, elective, transfer, double-numbered course work, research tools (if applicable), and doctoral minor (if applicable).

The plan must be formalized on a Plan of Study form and the completed form, including the signatures of the program advisor and committee members, if required by the school, must be filed with the Graduate School by the end of the student's first semester of enrollment after admission. Upon receipt of a properly signed *Plan of Study* form, the Dean of the Graduate School or his/her designee shall review the plan and approve or disapprove the plan. If approved, the Plan of Study form will be filed in the student's folder. If disapproved, the Plan of Study will be the basis for the graduation check, any deviation from the plan of study must be approved by the program advisor and the Dean of the Graduate School or his/her designee.

Requests from changes to the plan of study must be approved by the advisor and submitted in writing to the Graduate School with copies sent to all committee members.

## Comprehensive Examinations: Written

All examinations and the defense of the dissertation must be taken during the regular semester. No exams may be performed on any day when the university is closed or on-campus classes are not in session.

Each doctoral student must pass a written comprehensive examination that is designed, administered, and evaluated by the graduate faculty of the major school and by other qualified individuals as specified by the program advisor. This examination may not be taken until the student has:

- been granted regular admission to the degree program;
- filed an approved plan of study;
- completed at least 36 semester hours (60 semester hours if baccalaureate only student) of work applicable toward the degree -- at least 24 semester hours must have been completed on-campus;

- maintained a grade average of at least 3.00 in his/her graduate degree program;
- had a doctoral committee appointed by the graduate school;
- obtained approval from the program advisor to take the exam.

The major school is responsible for scheduling the date, time, and place of the examination(s). Each student must check the school requirements at the beginning of his/her program.

Once the comprehensive examination session begins, it is considered a take of the examination. If the student leaves the examination session and does not return, the examination will be considered taken and the exam will be evaluated accordingly.

Once the examination has been evaluated, the program advisor must submit a signed report form to the Graduate School indicating a pass or failure of the examination.

A retake may not be scheduled during the same semester that the original examination was completed. Failure of the retake of the examination or its equivalent will result in the termination of the student's degree program.

## Comprehensive Examinations: Oral

After passing the written comprehensive examination, every doctoral student must take and pass an oral comprehensive examination. The program advisor, who shall serve as chairperson of the oral comprehensive examination committee, should direct the student to arrange the date, time and place of the oral examination with all committee members. After all arrangements are made, the student or program advisor will notify the Graduate School by forwarding a signed and completed *Request to Schedule a Doctoral Examination* form.

In order for the Graduate School to approve a request for the student to take the examination, the following conditions must be met:

- The committee members and faculty representative must be the same as those approved by the Graduate School.
- The written comprehensive examination results must have been received and recorded by the Graduate School prior to requesting to schedule the oral comprehensive examinations.
- The Request to Schedule a Doctoral Examination must be turned in to the Graduate School at least two weeks (14 calendar days) before the requested date of the examination to allow for any problems to be addressed.

The student is responsible for confirming the date and time of the examination with all of their committee members. The Graduate School will approve and publicize the examination date, time and place in the UNC Today or in any other appropriate university publication and forward a *Results of the Oral Comprehensive Exam* to the student's Program Advisor.

Any examination which is not scheduled in advance through the Graduate School will not be recognized as valid and must be retaken.

All committee members and the faculty representative must be present at the examination or a substitute assuaged according to the guidelines for Doctoral Committee. The student's performances on the examination will be evaluated as:

- a. pass;
- b. will pass when conditions are met (conditions must be recorded on the *Results of the Oral Comprehensive Examination* form before turning in to the Graduate School); or,
- c. fail, with option to retake permitted or retake not permitted-program terminating specified on the *Results of the Oral Comprehensive Examination* form before turning in to the Graduate School.

At least three-fourths of the committee members must agree on the final evaluation.

All the members of the UNC faculty are invited to attend and may ask questions of the student after the committee members finish their questioning. Other graduate students may also attend with permission from the chairperson of the committee.

The results of the comprehensive examinations, proposals and defenses must be reported to the Graduate School no later than the semester following the examination or defense or the Graduate School may require a repeat of the examination.

## Faculty Committee Load Policy

An individual graduate faculty member may serve on ten active doctoral research committees at any one time and may serve as the dissertation director or research advisor for no more than five of these ten committees. Exceptions to the committee maximums may be permitted only if agreed to by the graduate faculty member, school director and college dean as follows:

- The faculty member involved agrees that his or her load (current or projected) allows adequate time to take on an additional student without adversely affecting the responsibility of the school to other students and to programs offered by the school.
- The school director approves the additional student. Approval indicates that the director has reviewed the current load of the faculty member and does not feel the additional load will adversely affect the responsibility of the school to other students and to programs offered by the school.
- The Graduate Dean has approved the exception(s).

An individual school may elect to impose more stringent limitations on its faculty with respect to the number of committees on which they may serve. An active doctoral student will be defined as one who is currently enrolled.

## Graduation Check

Upon admission to doctoral candidacy, the Graduate School will conduct a preliminary graduation check of those doctoral students newly admitted to candidacy. Any discrepancies between the transcript and the plan of study must be corrected with either a new plan of study or a correction memo initiated by the advisor. Upon receipt of the preliminary graduation check, the student must thereafter notify the Graduate School IN WRITING the semester he/she wishes to graduate.

All graduating students are encouraged to attend graduation. Those students participating in the graduation ceremony are required to wear appropriate academic regalia. Diplomas are not issued at the graduation ceremony. They will be mailed to addresses supplied by the students to the Graduate School. Failure to supply the mailing address could result in a delay in receipt of the diploma. No diploma will be issued until all requirements for graduation have been met.

**Hooding.** The candidate's research advisor shall hood the candidate at the graduation ceremony.

## Plagiarism

The following is the approved definition of plagiarism: Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof.

Regarding written work in particular, direct quotations, statements which are a result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotes.

As long as a student adequately acknowledges his/her sources and as long as there is no reason to believe that the student has attempted to pose as the originator, the student will not be charged with plagiarism even though the form of the acknowledgment may be unacceptable. However, students should be aware that most professors require certain forms of acknowledgment and some may evaluate a project on the basis of form.

## Progress Review

Schools are to evaluate and provide an annual program progress report for each doctoral student until the student passes the oral comprehensive examination.

Doctoral student advisors will be responsible for obtaining and reporting at least the following information for each assigned advisee:

- Student's self evaluations of their academic performance and professional development,
- Student's grades in all graduate courses during the evaluation period,
- Performance ratings from instructors for all graduate courses during the evaluation period,
- Assessment of the student's professional development from appropriate school faculty. Based on the data collected, each doctoral advisor will meet with each student's doctoral committee to develop and provide a summary of the student's strengths and area(s) for improvement. Emphasis should be placed on acknowledging accomplishments and professional growth where appropriate.

Recommendations for improvement should include specific changes expected in the student's performance or behavior, means of assessing the changes, and the time period by which the change is expected to occur. Improvements or lack of change in areas recommended from prior progress reports should be documented. Signatures of the advisor and all committee members are required on the progress report.

The progress report will include a clear recommendation to the chair of the school Graduate Program Committee (GPC) of whether the student is to be continued each year without conditions, continued with conditions, or not supported for continuation. If conditions for improvement are stipulated, the student must be informed by the school Graduate Program Committee (GPC), in writing, of the conditions and specific changes required to satisfy the conditions. If the school does not have a GPC, the report will be submitted directly to the director of the school.

The following procedures must be followed prior to submitting a recommendation to discontinue a doctoral student's program for causes other than poor academic performance:

- The student must be informed of the pattern of behavior or incident(s) that has given rise to concern among the school faculty members and that led to the recommendation for program discontinuation.
- The student must be given an opportunity to meet with and address the observed behavior or incident with the school Graduate Program Committee (GPC) or with the student's doctoral committee for schools with no graduate program committee. Following the meeting, the GPC or doctoral committee must either reassert the concerns or withdraw the concerns in writing to the school director.

If the complaint arises from an unprofessional behavior or other behavioral concerns, the student will be given a clearly defined probationary period during which clear behavioral objectives are provided to either rectify the concerns or change the behavior. Clear means of assessing improvement will be provided.

If the complaint results from an egregious violation of laws or published university or school policy, rules or professional ethics, clear documented evidence of the incident(s) must be provided with the recommendation.



Copies of the progress report are to be provided by the GPC or student doctoral committee to the school director/division director no later than April 15 of each year and copied to the student. A director/division director may agree or disagree with the GPC's or doctoral committee recommendation. If in agreement with the recommendation, the director/division director will approve and submit the progress report to the Dean of the Graduate School and a copy to the college dean by May 1. The student and GPC or doctoral committee will be informed in writing of the approval. If in disagreement with the GPC's or doctoral committee's recommendation, the school director will invite the student's program advisor and the GPC chair or doctoral committee members to discuss the disagreement. After the meeting, the GPC chair or student's doctoral advisor will approve and submit the original progress report recommendation to the Graduate Dean with a copy to the college dean and student.

or

Modify and submit the recommendation to include conditions agreed to by the school director/division director and GPC or doctoral committee (or add conditions) to the Graduate Dean with a copy to the college dean and student.

or

Change and submit the recommendation as agreed to by the school director/division director and GPC or doctoral committee with explanation any additional documentation and signed acknowledgement from the school director/division director and GPC chair or doctoral committee members. The advisor and GPC members or doctoral committee members may submit additional comments or documentation to support the GPC chair's decision or to express opposition to the chair's decision. The changed recommendation will then be submitted to the Dean of the Graduate School with a copy to the college dean and student.

## Proposal and Dissertation

A dissertation pertaining to a significant topic in the candidate's major subject field is required for each doctoral program. The dissertation proposal (797) is 4 semester hours. Minimum credit for the doctoral dissertation is 12 semester hours. Any program requirement exceeding 12 credits of dissertation hours must first be approved by the Graduate Council and Graduate Dean.

A dissertation proposal is to be developed and presented to the student's doctoral committee for approval and submitted to the Graduate School prior to engaging in final data collection. Preliminary data collection necessary for developing appropriate skills and methods pertaining to the project is acceptable prior to approval of the proposal.

All 797 and 799 hours will result in a grade of "NR" until completion of the proposal and final dissertation. Upon successful completion of the dissertation and submitting the *Report of the Dissertation Defense* form to the Graduate School with approval signatures, the Graduate School and Registrar are authorized to change all prior grades for 799 to "S".

The proposal is a crucial step in the dissertation process and should culminate with a formal and public dissertation proposal hearing with the full committee present. Approval of the dissertation proposal establishes the expectations for the final dissertation and assures agreement among the committee with the student's methods and research strategy prior to proceeding to the final stages of the project. The proposal hearing also allows the committee to introduce required changes or additions to a student's proposed project while changes are still possible. The student should consult school procedures for scheduling the defense of the proposal.

**Research Proposal.** The student should confirm the composition of the research committee prior to registering for 797. This same committee will serve as research and oral comprehensive examination committee unless a change is deemed appropriate by the student and student's research advisor as explained in Doctoral Committee.

Students should prepare their dissertation proposal in collaboration with their research advisors. Dissertation proposals and proposal hearing are required for all doctoral students. Other committee members are to be consulted

when appropriate but the major interaction and editorial work should be with the student's research advisor. Students should avoid sending portions of the dissertation proposal to all committee members for review and comment. Unless otherwise agreed by the committee members, only completed copies of the proposal or dissertation are to be distributed and reviewed by the committee.

A dissertation proposal is to be developed and presented to the student's doctoral committee for approval and submitted to the Graduate School prior to engaging in final data collection. Preliminary data collection necessary for developing appropriate skills and methods pertaining to the project is acceptable prior to approval of the proposal. All 797 and 799 hours will result in a grade of "NR" until completion of the proposal and final dissertation. The proposal is a crucial step in the dissertation process and should culminate with a formal and public dissertation proposal hearing with the full committee present. Approval of the dissertation proposal establishes the expectations for the final dissertation and assures agreement among the committee with the student's methods and research strategy prior to proceeding to the final stages of the project. The proposal hearing also allows the committee to introduce required changes or additions to a student's proposed project while changes are still possible. The student should schedule the defense of the proposal with the program office according to the major school policies.

The proposal shall be presented to the student's entire committee in a timely manner as set up in accordance with the research advisor prior to the scheduled formal proposal hearing. Arrangements for a room are made with the research advisor. Students must make sure all committee members are available and aware of the time and place. The faculty representative must be present at both the proposal hearing and the final dissertation defense which will be a public hearing open to the academic community.

After the proposal hearing, the proposal is to be revised according to committee requirements. During the proposal hearing, committee members will direct questions to the student and point out concerns regarding the proposed project. It is a good idea for the student to take careful notes of all comments and concerns made and then review the notes with the committee before the hearing is over to insure that all the requested changes are included on the list. It will be the student's responsibility, in consultation with the research advisor, to address those concerns in a revised proposal. It is recommended that the student summarize the changes that have been incorporated into the revised proposal to assist the committee in identifying and locating the changes that have been made.

The revised proposal should then be circulated with a signature page to the committee for review and signature if they approve of the revisions. A second committee meeting is optional but could be required by the committee due to the extensive nature of the expected changes or to expedite the approval process. All committee members' signatures are required.

**Filing Proposal.** The approved proposal, signed signature page and signed non-plagiarism affirmation shall be submitted to the Graduate School. The student shall sign the non-plagiarism affirmation when the proposal is filed and shall be told that another affirmation must be signed and filed in the Graduate School Office with the corrected dissertation following the defense. All doctoral students must submit a paper copy of the signature page with signatures of all committee members. Students must also assume responsibility for maintaining their own paper copy of the entire proposal in a secure location until the time of their graduation.

**Electronic submission.** Students have the option of submitting a paper copy or electronic copy of the proposal narrative to the Graduate School. Doctoral students who elect to submit an electronic copy of their proposals must remain prepared to submit a paper copy at any time if requested to do so by the Graduate School or by a member of their committee. Students wishing to submit electronic copies

should submit the proposal on high-quality floppy, zip, or compact disk. A description of the operating system and word processing system should accompany electronic submissions.

**Doctoral Candidacy.** Doctoral students advance to candidacy upon passing the written and oral comprehensive examinations and filing an approved dissertation proposal in the Graduate School. Upon meeting all requirements of the Graduate School and Registrar's office are authorized to change all prior grades for 799 hours to "S".

The Graduate School will consider the proposal to be accepted unless the Graduate School Dean objects to the proposal. If the Dean objects, the proposal should be sent to the student and research advisor with specific written request for revisions. Students register for prefix 799, Doctoral Dissertation hours with the approval of their research advisor. Approval from the appropriate institutional review board (IRM for human subject research or IACUC for animal research) must be obtained prior to collecting data for the dissertation.

**Dissertation Defense.** The student will complete the research and write the dissertation in close collaboration with the research advisor. All students must follow the program and graduate school guidelines for writing the doctoral dissertation or Audiology Capstone Project. The Graduate School Dissertation Manual should be found on our website at <http://www.unco.edu/grad>. The student should discuss program formatting rules with their committee advisor.

Upon completion of the dissertation or capstone project, the program advisor should direct the student to arrange the date, time and place of the defense of the dissertation with all committee members. After all arrangements are made, the student or program advisor will notify the Graduate School by forwarding a signed and completed *Request to Schedule a Doctoral Examination* form.

In order for the Graduate School to approve a request for the student to defend the dissertation, the following conditions must be met:

- The committee members and faculty representative must be the same as those approved by the Graduate School.
- The written and oral comprehensive examination results must have been received and recorded by the Graduate School.
- The student must have been admitted into candidacy at least one semester prior to requesting to defend the dissertation.
- The Request to Schedule a Doctoral examination must be turned in to the Graduate School at least two weeks (14 calendar days) before the requested date of the defense to allow for any problems to be addressed.
- The Defense of the Dissertation must be scheduled at least five weeks (35 calendar days) prior to the anticipated graduation date. If it is not, the student may not graduate until the following semester.

The student is responsible for confirming the date and time of the examination with all of the committee members. The Graduate School will approve and publicize the examination date, time and place in the UNC Today or in any other appropriate university publication and forward a *Results of the Doctoral Dissertation* form to the student's Program Advisor as approval of the defense.

Any examination which is not scheduled in advance through the graduate school will not be recognized as valid and must be retaken.

All committee members and the faculty representative must be present at the examination or a substitute assigned according to the guidelines for Doctoral Committee. All members of the graduate faculty may attend the defense and may ask questions of the student after the committee members finish their questioning. Other graduate students may attend with permission from the research advisor. The research advisor should discuss the nature and purpose of the dissertation defense with the student. Generally, the student is instructed to prepare a brief description of the entire study from the purpose to the results and discussion. The committee is free to ask any questions pertaining to the dissertation. The student is expected to understand all aspects of the study including the

data analyses and theoretical implications and should avoid being unaware of the procedure or logic followed in the data analyses. The committee will expect the student to demonstrate himself/herself as an expert on the topic and thesis of the dissertation. It should be recommended that the student bring copies of the signature pages for the dissertation to the defense in the event that the committee evaluates the performance as pass. They can then sign the evaluation form and the signature pages. The dissertation committee will evaluate the student's performance at the defense as well as the written dissertation as a "pass", "will pass with conditions", or "failed" on the *Report of the Defense of Dissertation* form.

- **Pass:** If the student passes the defense, the research advisor shall obtain the signatures of the research committee members on the *Report of Defense of Dissertation* form, obtain the signatures of the committee members on the form, and submit the form to the Graduate School. The student shall proceed to make any corrections required by the research committee and submit the corrected dissertation to the committee members for their signatures. The student must provide all necessary copies of the signature page. Original signatures are required on every signature page.
- **Will Pass:** If the research committee requires the student to meet stated conditions, the research advisor shall list the conditions on the *Report of Defense of Dissertation* form, obtain the signatures of the committee members on the form, and submit the form to the Graduate School. The list of conditions must include a statement regarding the number of additional defense meetings authorize and the amount of additional time allowed by the research committee. The *Report of Defense of Dissertation* form shall be returned to the Graduate School until the conditions are met, or the committee deems student has not met the conditions. If the student subsequently satisfies the stated conditions the research advisor shall obtain the original *Report of Defense of Dissertation* form from the Graduate School. The student shall proceed to make any corrections required by the research committee and submit the corrected dissertation to the committee members for this signatures. If the student does not meet the stated conditions, the research advisor shall obtain the original *Report of Defense of Dissertation* form from the Graduate School, shall obtain signatures of the research committee members on SECTION II of the form indicating that they do not approve, and resubmit the form to the Graduate School. The Graduate School shall then notify the student that the degree program is terminated.
- **Failed:** If a student fails the defense, the research advisor shall obtain the signatures of the research committee members on the *Report of Defense of Dissertation* form and submit the form to the Graduate School. The Graduate School shall then notify the student that the degree program is terminated.

The results of comprehensive examinations, proposal and defenses must be reported to the Graduate School no later than the semester following the examination or defense or the Graduate School may require the examination to repeat the examination.

**Dissertation and Capstone Filing.** After completing any necessary revisions and successful approval of the dissertation by the student's committee, one copy of the final dissertation or capstone is to be submitted to the Graduate School with the signed signatures pages for an editorial review to check for grammar, spelling and formatting and final approval from the Dean of the Graduate School. The Graduate School shall give the student any changes and corrections that need to be made prior to the degree being conferred.

The student will then be asked to make revisions and/or submit the additional three copies of the final dissertation for the Dean of the Graduate School to sign. The dissertation is not approved until signed by the Dean of the Graduate School.

If the dissertation is not filed with the Graduate School at least four weeks (28 calendar days) before the student's anticipated graduation date, the student may not graduate until the following semester.

Upon filing the dissertation, the Graduate School will require each doctoral student to complete specific forms relating to the dissertation and will bill the current fees for binding, mailing, microfilming, and publishing the dissertation. Final submission procedures and necessary forms can be found on the Graduate School website (<http://www.unco.edu/grad/>). The dissertation will be microfilmed and the abstract will be published in Dissertation Abstracts.

One copy of the dissertation shall be filed in the university archive, one at the library circulation, one copy for the student's research advisor, and one copy will be sent to the student.

**Dissertation Objection.** If a dissertation is filed with all but one of the signatures of the research committee members, the Dean of the Graduate School or his/her designee will ask the non-signing member if he/she wishes to enter a formal objection(s). If a formal objection is filed, the Dean of the Graduate School will appoint a review committee to assess the specific objection(s) of the dissenting dissertation committee member. If the review committee rules that the objection(s) does not justify the rejection of the study, the chairperson of the review committee will sign the dissertation in place of the dissenting faculty member. If the review committee rules that the objection(s) is valid, the student must take appropriate steps to modify the dissertation in order to gain the approval of the original dissertation committee.

## Research Requirements

**Research Core.** Doctoral students must complete a school prescribed core of at least 12 semester hours of research courses or methods of inquiry designated as appropriate to the discipline and approved by the Graduate Council. Courses numbered XXX 622 (Directed Studies) shall not be used to substitute for courses in the research core.

The Graduate School will not waive this requirement but can approve appropriate substitute research courses or methods up to the full 12 semester hours. The program advisor must provide a written request to substitute an alternative course, a syllabus for each course, and rationale for the requested substitute(s) to the Graduate Dean.

**Research Tools.** All Ph.D. students must demonstrate competency in two acceptable research tools. A research tool is defined as advanced knowledge and/or set of skills related to a specifiable technique or method that contributes to the student's ability to conduct doctoral level research in the discipline. Schools will determine acceptable research tools such as languages, applied statistics, mathematical statistics, and computer languages/applications.

**Collateral Field.** With the approval of the major school and the Dean of the Graduate School doctoral students may use a collateral field of study as a substitute for one of the research tools. A collateral field of at least 12 credit hours is defined as advanced and specialized or focused knowledge and competence within a specifiable content area or skill area from a related discipline that contributes to the student's ability to conduct doctoral level research in their major discipline (e.g., advanced cognitive theory) applications of distance education technology or multimedia technology to the classroom. The level of competency and the assessment of competency is established by each school and must be approved by the Dean of the Graduate School.

Means of evaluating the student's knowledge or skill must be included on the plan of study to indicate how each research tool requirement is to be satisfied. Acceptable evaluation of research tools might include examinations in academic courses, competency demonstrations evaluated by advisors and committee members, or alternative testing or competency demonstration procedures developed within the school or program.

## Residency Requirement

Each student must complete at least two terms of full-time study in residence after having been admitted to the doctoral degree program. A term in residence is defined as an academic term during which a student completes nine or more credit hours of on-campus course work applicable to the doctoral degree. Non-scheduled courses (e.g., internships, externships, directed studies and doctoral research) will not be counted in the nine or more credit hours unless a student also completes at least six other credit hours of on-campus course work applicable to the doctoral degree.

Schools may request approval of alternative requirements. Proposals for alternative residency requirements must assure extensive immersion in discipline research or practice under close supervision of school graduate faculty or field professionals approved for graduate faculty equivalent status. Further, alternative proposals should address how the requirements promote appropriate values and professional motivation of a doctoral student beyond the training or academic experience that the individual will receive. Approvals will be applicable only to the program(s) specified in the proposal. Proposals should be submitted as a program curriculum request in accordance with the current curriculum review process. Alternative proposals must be approved by Graduate Council and Graduate Dean prior to implementation for any individual student.

The purpose for this residency requirement is to encourage immersion of the doctoral student in the program of study, the school and the discipline. Part-time or sporadic participation in a doctoral program is discouraged. A residency requirement does not guarantee total focus on doctoral studies. It does extend the message that a doctoral program involves more than attending some classes and completing program requirements. It also includes refinement of professional values and developing the intrinsic motivation required to contribute to the discipline.

If a UNC or Aims Community College employee cannot meet the above prescribed residency requirement due to employment restrictions, he/she may satisfy the requirement by completing 20 or more credit hours of on-campus work applicable to the degree during consecutive, academic year terms. Such a student must receive written permission from his/her immediate supervisor and a recommendation from his/her major school to fulfill the residency requirements in this manner. The supervisor's permission and the school's recommendation must be filed with the Graduate School.

## Time Limit

The maximum time allowed for completion of a doctoral degree is eight calendar years beginning with the student's first semester of enrollment after admission has been granted.

However, if a student has approval to count work taken before first enrollment after admission, the student must complete the degree within eight calendar years beginning with the earliest work counted in the program.

If a student has completed a Specialist in Education degree at the time he/she begins a doctoral degree program and if the student is permitted to include 21 semester hours of his/her specialist degree credit in the doctoral program, the student shall have a maximum time limit of five calendar years to earn the doctoral degree.



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## MASTER'S DEGREES

### **EBS** APPLIED STATISTICS AND RESEARCH METHODS M.S.

#### Degree Requirements — 30 Credits

See "Applied Statistics and Research Methods M.S." on page 4.

#### Required Major Credits — 10 hours

SRM 502 Applied Statistics (4)  
 SRM 520 Introduction to Statistical Computing (1)  
 SRM 600 Introduction to Graduate Research (3)  
 SRM 650 Research and Statistics Colloquium (1)(1 credit/term)

#### Select One Concentration Area — 20 hours

1) *Applied Statistics Concentration — 20 hours*  
 SRM 551 Mathematical Statistics with Applications I (4)  
 SRM 552 Mathematical Statistics with Applications II (4)  
 SRM 608 Experimental Design (3)  
 SRM 614 Linear Models (3)  
 Elective Credits (minimum) (6)

2) *Research Methods Concentration — 20 hours*  
 SRM 670 Evaluation: Models and Designs (3)  
 SRM 680 Introduction to Qualitative Research (3)  
 PSY 674 Measurement I: Educational Testing (3)  
 Elective Credits (minimum) (11)

Students enrolled in summers-only or evenings-only programs may substitute SRM 602 and SRM 603 for SRM 502 and SRM 520. They may also substitute two (2) credit hours of SRM 694 for SRM 650. Electives must be approved by advisor prior to enrollment.

### **PVA** ART & DESIGN M.A.

#### Degree Requirements — 30 Credits

See "Art & Design M.A." on page 47.

#### Required Major Credits — 12 hours

ART 600 Research Methods in Art(3)  
 ART 680 Seminar in Art History (3)  
 ART 699 Thesis (1-6) Take 6 hours

#### Art Electives — 18 hours

Each student will be assigned an academic advisor and graduate committee by the Coordinator of Graduate Studies for the school. The academic advisor will serve as the chair of the graduate committee. The student, with the approval of the academic advisor and committee, will develop a course of study for the degree program. The approved course of study will be submitted to the Coordinator of Graduate Studies. Changes in the course of study must be approved by the student's academic advisor and committee.

Students having less than 12 semester hours of art history in their undergraduate program will include enough hours of art history to make up the deficiency.

- It is recommended that students have a graduate committee review each semester. The student will submit a written report of the graduate review to the academic advisor and the Coordinator of Graduate Studies. The student assumes responsibility for scheduling graduate reviews. Two unsuccessful graduate reviews will be considered grounds for termination of the program. In conjunction with ART 600, the student will prepare and submit a written thesis proposal. The proposal must be approved by all members of the student's graduate committee before beginning the thesis.

A written research thesis is required of all Master of Arts degree candidates in the School of Art & Design.

In conjunction with the required written research thesis, an exhibition of work is an option for graduate students who meet all of the following conditions:

- have a studio concentration and complete a minimum of 9 hours in a specific program area;
- complete work for the exhibition while registered for courses as an on-campus student;
- have works for an exhibition approved by the academic advisor and committee;
- prior to the exhibition, complete the written thesis with the approval of their academic advisor and committee

All decisions concerning a combined art exhibition and written thesis requirement will be made by the student's graduate committee.

**Note(s):** Upon completion of the program, the student will be required to demonstrate competence in the designated area of concentration in accordance with approved school standards. The student's committee must approve the candidate for graduation.





## BIOLOGICAL SCIENCES M.S. (Select from two emphases)

### Degree Requirements — 30 Credits

See "Biological Sciences M.S." on page 31.

### Research Core — 4 hours

BIO 691 Seminar in Biological Sciences (1) Two required hours

BIO 594 Foundations of Biological Research (2)

### Basic Elective Credits — 7-10 hours

- BIO 525 Molecular Genetics (3)
- BIO 530 Plant Systematics (4)
- BIO 533 General Parasitology (4)
- BIO 534 Mammalogy (4)
- BIO 535 Survey of Fishes, Amphibians and Reptiles (4)
- BIO 537 Morphogenesis of Algae and Fungi (4)
- BIO 540 Anatomy and Morphogenesis of Plants (4)
- BIO 550 Cell Physiology (4)
- BIO 554 General Plant Physiology (4)
- BIO 566 Animal Physiological Ecology (3)
- BIO 567 Animal Physiological Ecology Laboratory (1)
- BIO 576 Pharmacology (3)

Note(s): All of the above courses are double numbered.

### Advanced Study Electives — 8 hours

- BIO 512 TA Development Seminar (1)
- BIO 521 Advanced Genetics (3)
- BIO 524 Genomics (3)
- BIO 527 Bioinformatics (3)
- BIO 544 Comparative Vertebrate Adaptations (4)
- BIO 547 Immunology and Disease (4)
- BIO 548 Virology (3)
- BIO 549 Virology Laboratory (1)
- BIO 552 Mammalian Physiology I (3)
- BIO 553 Mammalian Physiology II (3)
- BIO 555 Reproductive and Developmental Biology (3)
- BIO 556 Current Topics in Biomedical Research (2)
- BIO 557 Mammalian Physiology I Laboratory (1)
- BIO 558 Mammalian Physiology II Laboratory (1)
- BIO 559 Plant Reproductive Growth and Development (3)
- BIO 560 Behavioral Ecology (4)
- BIO 561 Plant Ecology (4)
- BIO 563 Animal Communication (4)
- BIO 569 Conceptual Issues in Evolution (2)
- BIO 570 Coevolution in Ecological Systems (3)
- BIO 572 Species and Speciation (2)
- BIO 580 Mammalian Endocrinology (3)
- BIO 581 Neurobiology (3)
- BIO 591 Biology Roundtable (1)
- BIO 691 Seminar in Biological Sciences (1)

### \*Enrichment and Non-Scheduled Electives — 3 hours

- BIO 501 Current Issues in Biology (1-6)
- BIO 508 Workshop (1-3)\*\*
- BIO 513 Professional Renewal (1-3)\*\*
- BIO 585 Topics in Field Biology (1-10)
- BIO 592 Internship in Biological Sciences (1-3)
- BIO 595 Special Topics in Biology (1-6)
- BIO 622 Directed Studies (1-4)\*\*
- SCED 513 Professional Renewal (1-12)\*\*

### Required Electives — 2-5 hours

Hours can be selected with the approval of the student's advisor from the above list of enrichment and non-scheduled classes or other appropriate classes in the sciences or College of Education and Behavioral Sciences.

Note(s): Students must complete a minimum of 50 semester hours in biological science of combined undergraduate and graduate courses.

\*\*See "Variable Topic Courses" on page 162.

## Non-Thesis Emphasis

BIO 697 Graduate Research (1-6) To be taken before last semester

To receive the required BIO 697 credit for the non-thesis Master's degree, students must submit, and have approved by their advisor, a proposal to carry out a capstone experience based on a topic relevant to their professional interest. Students also must pass a written evaluation pertaining to the specific topic upon completion of the project, which will be administered by the advisor.

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## Thesis Emphasis

BIO 699 Thesis (1-6) Research Elective, Take 6 hours



## CHEMISTRY M.S. (Select from two emphases)

### Degree Requirements — 30 Credits

See "Chemistry M.S." on page 33.

### Education Emphasis

#### Research Credits — 5-12 hours

CHEM 600 Seminar in Chemistry (1) Take 2 hours  
and either

CHEM 695 Thesis Proposal (1)  
CHEM 699 Thesis (1-9) Take 6 hours

or

CHEM 693 Chemical Research (3-10)

#### Chemistry Elective Credits — 6-19 hours

CHEM 522 Advanced Analytical Chemistry (3)  
CHEM 523 Chemical Spectroscopy (3)  
CHEM 533 Organic Synthesis and Stereochemistry (3)  
CHEM 534 Theory and Mechanisms of Organic Reactions (3)  
CHEM 543 Organometallic Chemistry (3)  
CHEM 556 Physical Chemistry of Atomic and Microscopic Systems (3)  
CHEM 557 Physical Chemistry of Macroscopic Systems (3)  
CHEM 560 Environmental Chemistry (2)  
CHEM 581 General Biochemistry I (4)  
CHEM 582 General Biochemistry II (4)  
CHEM 587 Toxicology (3)  
CHEM 590 Advanced Topics in Chemistry (3)

#### Pedagogy Credits — 6-19 hours

CHEM 682 Problems in Teaching Chemistry (3)  
PSY 540 Theories and Principles of Learning (3)

#### Electives

EDEL 620 Researched Applications for Instruction in Mathematics, K-9 (3)  
EDSE 501 The Exceptional Learner (3)  
PSY 674 Measurement I: Educational Testing (3)  
ET 503 Computers in Education (3)  
SRM 600 Introduction to Graduate Research (3)

**Note(s):** With the approval of the candidate's graduate advisor, courses may be taken in the natural sciences, mathematics, computer science, education, etc., as necessary to broaden the candidate's background

Student completing a thesis must successfully defend the thesis and all students must successfully complete comprehensive examinations in chemical education and one area of chemistry.

**Qualifier Examinations** — Each student must pass qualifying examinations in three of five areas selected from chemistry content (analytical, biological, inorganic, organic or physical chemistry). Students will have two opportunities to pass each area exam. Qualifier examinations are scheduled during the week preceding the beginning of classes each semester. If an examination is failed, the requirement may be satisfied by completing designated undergraduate coursework in the appropriate subdiscipline with a minimum grade of "B."

### Research Emphasis

#### Research Credits — 12 hours

CHEM 600 Seminar in Chemistry (1) Take 2 hours  
CHEM 695 Thesis Proposal (1)  
CHEM 699 Thesis (1-9) Take 9 hours

**Note(s):** Students must meet a physical chemistry requirement if not previously taken. CHEM 551, CHEM 552, CHEM 453 and CHEM 454 may be taken to meet this requirement.

#### Chemistry Elective Credits — 12 hours minimum

CHEM 522 Advanced Analytical Chemistry (3)  
CHEM 523 Chemical Spectroscopy (3)  
CHEM 533 Organic Synthesis and Stereochemistry (3)  
CHEM 534 Theory and Mechanisms of Organic Reactions (3)  
CHEM 543 Organometallic Chemistry (3)

CHEM 556 Physical Chemistry of Atomic and Microscopic Systems (3)  
CHEM 557 Physical Chemistry of Macroscopic Systems (3)  
CHEM 560 Environmental Chemistry (2)  
CHEM 581 General Biochemistry I (4)  
CHEM 582 General Biochemistry II (4)  
CHEM 587 Toxicology (3)  
CHEM 590 Advanced Topics in Chemistry (3)  
CHEM 622 Directed Studies (1-3)

#### General Electives — 0-6 hours

Electives, with the approval of the major advisor, to complete 30 credit hours are required for this program.

**Note(s):** In addition to course requirements, all students must successfully complete the defense of the thesis and must successfully complete a comprehensive examination in a major area of chemistry (analytical, biological, inorganic, organic or physical chemistry).

**Qualifier Examinations.** Each student must pass qualifying examinations in three of five areas selected from chemistry content (analytical, biological, inorganic, organic or physical chemistry). Students will have two opportunities to pass each area exam. Qualifier examinations are scheduled during the week preceding the beginning of classes each semester. If an examination is failed, the requirement may be satisfied by completing designated undergraduate coursework in the appropriate subdiscipline with a minimum grade of "B."



## **CLINICAL COUNSELING M.A.** (Select Clinical Counseling or Couples and Family Therapy emphasis)

### **Degree Requirements — 60 Credits**

See "Clinical Counseling M.A." on page 2.

This program is accredited by the Council for Accreditation of Counseling and Related Educational Programs.

### **Program Objectives**

See "Community and School Counseling (M.A.) Requirements" on page 69.

### **Required Major Credits — 60 hours**

SRM 600 Introduction to Graduate Research (3)  
PSY 530 Life Span Developmental Psychology (3)  
APCE 558 Abnormal Psychology (3)  
APCE 565 Psychology of Prejudice (3)  
*or*  
APCE 623 Counseling Diverse Populations (3)  
APCE 603 Counseling Children and Adolescents (3)  
APCE 605 Group Laboratory Experience (1)  
APCE 607 Theories of Counseling (3)  
APCE 612 Practicum in Individual Counseling (5)  
APCE 616 Career Theory, Counseling and Assessment (3)  
APCE 624 Assessment and Treatment of Substance Abuse (3)  
APCE 650 Orientation to Clinical Counseling (3)  
APCE 654 Child Abuse and Neglect (3)  
APCE 657 Legal and Ethical Aspects of Counseling and Psychology (3)  
APCE 660 Psychological Consultation: Theory and Practice (3)  
APCE 662 Group Dynamics and Facilitation (3)  
APCE 665 Family Systems (3)  
APCE 673 Appraisal and Assessment in Counseling (3)  
APCE 692 Internship in Community Counseling (1-9) (Take 9 hours)

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### **Couples and Family Therapy Emphasis**

If admitted and enrolled in the Clinical Counseling M.A, this emphasis may be an elected addition to the degree program.

### **Required Emphasis Credits — 51 hours**

Complete the required credits for the M.A. in Clinical Counseling degree, without APCE 692.

### **Required Emphasis Courses — minimum 15 hours**

APCE 668 Sexuality Counseling (3)  
APCE 669 Advanced Methods: Couples and Family Therapy (3)  
APCE 691 Internship in Clinical Counseling: Couples and Family Therapy (1-9)  
APCE 694 Practicum in Couples and Family Therapy (4)  
APCE 695 Seminar: Contemporary Issues in Couples and Family Therapy (3)



## **COMMUNICATION M.A.** (Select from two emphases)

### **Degree Requirements — 30-33 Credits**

See "Communication M.A." on page 15.

### **Required Major Core Credits — 18 hours**

COMM 600 Graduate Study in Communication (3)  
COMM 601 Qualitative Methods in Communication Research (3)  
COMM 602 Quantitative Methods in Communication Research (3)  
COMM 605 Rhetorical Criticism (3)

Select one of the following courses:

COMM 504 Rhetorical Theory (3)  
COMM 603 Communication Theory (3)

Select one of the following courses:

COMM 514 Interpersonal Communication (3)  
COMM 515 Group Communication (3)

**Note(s):**Select any electives with COMM prefixes. One elective course may be from a related discipline with the approval of your advisor. Students must adhere to the Graduate School policy on double-numbered courses.

Graduates are required to have a minimum number of graduate and undergraduate credit hours in the discipline for graduation (45 Non-Thesis and 48 Thesis Option). Possible deficiencies will be determined after review of the undergraduate transcripts.

All graduate students must pass written and oral comprehensive examinations before graduation. Students may apply for comprehensive examinations after completion of 24 semester hours, all undergraduate requirements and all required courses.

A maximum of 9 semester hours, individually or in combination, of courses numbered 508, 513, 561 or 622 may be counted toward the master's degree.

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### **Human Communication: Non-Thesis Option Emphasis**

### **Required Elective Credits — 15 hours**

500 and/or 600-level coursework

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### **Human Communication: Thesis Option Emphasis**

### **Required Emphasis Credits — 6 hours**

COMM 699 Thesis (6)

### **Required Elective Credits — 6 hours**

500- and/or 600-level coursework

Students must pass an oral examination over his/her thesis.





## EARTH SCIENCES M.A.

### Degree Requirements — 30 Credits

See "Earth Sciences M.A." on page 34.

### Thesis Option Required Emphasis Credits — 12-16 hours

ESCI 600 Introduction to Earth Science Research (2)  
 ESCI 599 Seminar in Earth Sciences — minimum of (2)  
 ESCI 695 Special Topics in Earth Sciences (2)  
 ESCI 699 Thesis (6-10)

### Thesis Option Elective Credits — 14-18 hours

Select courses from the Elective Credits listed below.\*\*

### Non-Thesis Option Required Emphasis Credits — 8-12 hours

ESCI 599 Seminar in Earth Sciences — minimum of (2)  
 ESCI 600 Introduction to Earth Science Research (2)  
 ESCI 695 Special Topics in Earth Sciences (2)  
 ESCI 697 Graduate Research (2-6)

### Non-Thesis Option Elective Credits — 18-22 hours

Select courses from the Elective Credits listed below.\*\*

### Thesis or Non-Thesis Elective Credits

Substitutions must be approved by the graduate committee.

AST 622 Directed Studies (1-4)\*  
 ESCI 575 Earth Systems Science Education (1-6)  
 ESCI 584 Earth Sciences Field Experiences (1-15)  
 GEOL 510 Groundwater Geology (2)  
 GEOL 521 Optical Mineralogy and Petrography (4)  
 GEOL 540 Paleontology (4)  
 GEOL 550 Sedimentology and Stratigraphy (4)  
 GEOL 560 Geomorphology (3)  
 GEOL 564 Glacial and Quaternary Geology (3)  
 GEOL 567 Volcanic Geology (3)  
 GEOL 581 Geologic Field Techniques (2)  
 GEOL 590 Rocky Mountain Geology Seminar (2)  
 GEOL 622 Directed Studies (1-4)\*  
 MET 551 Climatology (3)  
 MET 536 Biometeorology (3)  
 MET 502 Dynamic Meteorology II (4)  
 MET 595 Special Topics in Meteorology (1-4)  
 MET 622 Directed Studies (1-3)\*  
 OCN 622 Directed Studies (1-4)\*  
 SCED 671 Elementary and Middle School Science Curriculum (3)  
 SCED 678 Science Education Seminar (1-2)  
 SCED 680 Science Curricula in Secondary/College Settings (3)

Note(s): ESCI 599, a one semester hour course, must be taken every semester the student is in residence at UNC.

Written and oral comprehensive examinations are required.

A 3.0 GPA in the courses taken as part of this major is required for graduation. A "C" or higher is required for all courses taken as part of the program.

\*See "Variable Topic Courses" on page 162.



## EDUCATION M.A.T.

### Degree Requirements — 30-33 Credit Hours

One full year of full-time classroom teaching experience or equivalent required to graduate

See "Education M.A.T." on page 11.

### Curriculum Studies Emphasis

#### Required Major Credits — 21 credit hours

EDF 610 Teacher Research (3)  
 EDF 619 Pluralism in Education (3)  
 EDF 640 Psychological Foundations of Education (3)  
 EDF 662 Foundations of Curriculum Development & Instructional Practice (3)  
 EDF 664 Current Issues in Instruction and Assessment (3)  
 EDF 685 Philosophical Foundations of Education (3)  
 SRM 600 Introduction to Graduate Research (3)

#### Elective Credits — 9 hours

The elective credits are selected in consultation with the candidate's program advisor to ensure appropriateness to the degree. Elective credits may be taken at either the 500 or 600 levels.

### Elementary Education Emphasis

#### Required Major Credits — 21 hours

EDEL 601 Practicum and Capstone Seminar in Elementary Education (3)\*  
 EDF 610 Teacher Research (3)  
 EDF 619 Pluralism in Education (3)  
 EDF 662 Foundations of Curriculum Development & Instructional Practice (3)  
 EDEL 640 Instruction in Language Arts and Literacy in the Elementary School (3)  
 EDEL 645 Assessment of Language Arts and Literacy in the Elementary School (3)  
 SRM 600 Introduction to Graduate Research (3)

#### Elective Credits — 9 hours

Note(s):\*The practicum and capstone seminar is designed as a culminating experience for the degree program. It must be approved by the student's advisor and adhere to the guidelines established by the program area.

### English Education Emphasis

#### Required Major Credits — 30 credits

##### Education core — 12 hours

EDF 619 Pluralism in Education (3)  
 EDF 664 Current Issues in Instruction and Assessment (3)  
 EDF 685 Philosophical Foundations of Education (3)  
 SRM 600 Introduction to Graduate Research (3)

##### English core — 15 hours

ENG 600 Introduction to Graduate Study (3)  
*British Literature (3): Select one*  
 ENG 623 Old English (3)  
 ENG 624 Middle English (3)  
 ENG 625 Studies in the Renaissance (3)  
 ENG 626 Studies in the Restoration and Eighteenth Century (3)  
 ENG 627 British Romantic Literature (3)  
 ENG 628 Studies in the Victorian Period (3)  
 ENG 629 20th Century British Literature (3)  
*American Literature (3): Select one*  
 ENG 630 American Literature to the Civil War (3)  
 ENG 631 Studies in American Literature Civil War to WW1 (3)  
 ENG 632 American Literature WW1 to Present (3)  
*Advance Composition (3): Select one*  
 EED 541 Methods and Materials for Teaching Language and Composition in the Secondary School (3)  
 ENG 640 History and Theory of Rhetoric (3)  
 ENG 641 Studies in Composition Research and Pedagogy (3)  
*Theory or Language (3): Select one*  
 ENG 633 Studies in Linguistics (3)

ENG 638 Literary Criticism and Theory (3)  
ENG 642 Film Theory and Analysis (3)

**Elective Credits — 3 hours**

The elective credits are selected in consultation with the candidate's program advisor to ensure appropriateness to the degree. Elective credits may be taken at either the 500 or 600 levels and have ENG prefix.

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**Linguistically Diverse Education  
Emphasis**

**Required Major Credits — 33 credit hours**

EDF 610 Teacher Research (3)  
EDLD 592 Second Language Acquisition Theory (3)  
EDLD 593 Language, School and Society (3)  
EDLD 594 Foundations of Language and Linguistics for ESL/  
Bilingual Educators (3)  
EDLD 602 Teaching Linguistically Diverse Learners (3)  
EDLD 603 Methods and Assessment for ESL and Bilingual  
Education (3)  
EDLD 604 Field Experience in TESOL and Bilingual Education  
(3)  
EDLD 605 Seminar in Bilingual Education and TESOL I (3)  
EDLD 606 Linguistically Diverse Students and the U.S.  
Educational System (3)  
EDLD 607 Seminar in Bilingual Education and TESOL II (3)  
SRM 600 Introduction to Graduate Research (3)



**EDUCATIONAL LEADERSHIP M.A.**

**Degree Requirements — 30 Credits**

See "Educational Leadership M.A." on page 5.

**Required Courses — 15 hours**

SRM 600 Introduction to Graduate Research (3)  
ELPS 601 Leadership Development Through Inquiry (3)  
ELPS 603 Shaping Organizations: Management and  
Leadership in Education (3)  
ELPS 604 Understanding People: Professional Development  
and Educational Leadership (3)  
ELPS 605 External Environments: Social, Political, and  
Economic Influences in Educational Leadership (3)

**Choose One Concentration Area Below — 9 hours**

*1) P-12 Education (9 hours)*

ELPS 654 Instructional Leadership and Supervision (3)  
ELPS 660 Law and the Administrator (3)  
ELPS 670 The Principalship: Leadership at the School Site  
Level (3)

*2) Higher Education and Student Affairs Leadership (9 hours)*

*Select from the following courses:*

HESA 650 College Student Development: Foundational  
Theory (3)  
HESA 651 Philosophical, Historical and Cultural  
Foundations of Student Affairs in Higher Education (3)  
HESA 655 Multiculturalism in Higher Education and  
Student Affairs Leadership (3)  
HESA 669 College and University Curriculum (3)  
HESA 680 Law and Higher Education (3)  
HESA 683 Finance and Resource Management in Higher  
Education (3)

*3) Individually Designed Concentration (9 hours)*

ELPS or HESA Prefix Courses (9)

**Electives — 6 hours**

Additional electives appropriate for concentration area to  
total a minimum of 30 semester hours for program  
completion.

**Note(s):**Satisfactory performance on a concluding activity  
approved by division faculty, in accordance with Graduate  
School policy, must be demonstrated.

EBS

**EDUCATIONAL PSYCHOLOGY M.A.****Degree Requirements — 30 Credits**

Student take the common set of required credits listed below and select additional elective credits in consultation with their advisor.

See "Educational Psychology M.A." on page 8.

**Theoretical Foundations — 9 hours**

PSY 530 Life Span Developmental Psychology (3)  
 PSY 540 Theories and Principles of Learning (3)  
 PSY 590 Seminar in History and Systems (3)

**Research Methods — 6 hours**

SRM 600 Introduction to Graduate Research (3)

*One of the following:*

SRM 602 Statistical Methods I (3)  
 SRM 680 Introduction to Qualitative Research (3)

**Professional Foundations — 9 hours**

PSY 575 Educational Assessment (3)  
 PSY 661 Trends and Issues in Educational Psychology (3)  
 PSY 674 Measurement I: Educational Testing (3)

**Elective Credits — 6 hours**

**Note(s):**Students choose electives in consultation with their advisor. Options include, but are not limited to courses in Education, Psychology, Educational Technology, Statistics and Research Methods, Professional or School Psychology, Special Education, or Educational Leadership. Courses numbered 508 or 513 are not acceptable for credit in graduate programs.

PSY 699 is a highly recommended elective for students intending subsequently to enter a doctoral program. Student competencies are examined by comprehensive examination during fall, spring or summer semesters.

EBS

**EDUCATIONAL TECHNOLOGY M.A.****Degree Requirements — 30 Credits**

See "Educational Technology M.A." on page 7.

**Required Major Credits — 30 hours**

ET 500 Introduction to Instructional Design and Technology (3)

ET 502 Instructional Design (3)

ET 503 Computers in Education (3)

ET 504 Instructional Materials Design (3)

ET 601 Managing People, Projects, and Technology Systems (3)

ET 602 Performance Technology for Instructional Environments (3)

ET 604 Computer Graphics and Visual Literacy (3)

ET 524 Design of Computer Assisted Instruction (3)

*or*

ET 613 Design of Distributed Learning Environments (3)

PSY 540 Theories and Principles of Learning (3)

SRM 600 Introduction to Graduate Research (3)

**Note(s):**Students need to have completed the preparatory coursework prior to taking the comprehensive examination. In addition, the student's advisor signature is required on the **Permission form to take Written Comprehensive Examination**, which verifies that the student is cleared to take the comprehensive examination. Successful completion of the written comprehension exam is required to complete the Master of Arts program.

Students may transfer up to 6 semester hours or 9 quarter hours of approved graduate level credit to the program from other accredited institutions. All coursework to be transferred or applied to meet graduate course requirements that was completed before a student's acceptance into a graduate degree program must be approved by the UNC Graduate School.



## HSS ENGLISH M.A.

### Degree Requirements — 30 Credits

See "English M.A." on page 17.

#### Required Major Credits — 15 hours

ENG 600 Introduction to Graduate Study (3)

One course in Theory (3)

Two courses in British Literature, one before and one after 1800 (6)

One course in American Literature (3)

#### Required Elective Credits — 15 hours

A minimum of two courses must be selected from ENG 600-level offerings (6)

Additionally, all students must choose one of the following options:

- 1) a Master's Project (ENG 697)
- 2) a Creative Project (ENG 697)

The master's or creative project may be written under ENG 697 for 3 semester hours. The Master's Project consists of a research paper of 30-50 pp., appropriate for journal submission. The Creative Project is a creative work of similar length and can consist of a collection of poems, short stories, or chapters of a novel. Students must make a public presentation of the project before an audience of students and faculty.

**Note(s):** To increase the flexibility of this program for teachers and to provide further work to help them improve their instructional skills, a block of pedagogical coursework (6 semester hours) may be taken as part of the required elective hours. The student and graduate advisor will plan according to individual needs.

Completion of a Master of Arts degree in English does not meet all the College of Education and Behavioral Sciences PTEP requirements for licensure in English. Students must consult their advisors and/or the College of Education and Behavioral Sciences PTEP office if they are interested in elementary or secondary licensure.

All master's candidates must take a written comprehensive examination or approved equivalent.

## HSS FOREIGN LANGUAGES M.A. Spanish Teaching Emphasis

### Degree Requirements — 30 Credits

See "Foreign Languages M.A." on page 20.

By following the prescribed sequence of courses, students may complete the M.A. in three continuous summers on the Greeley campus. The three year cycle includes curriculum rotation featuring Spain, Latin America, and Mexico/Hispanic United States. Students may complete their M.A. in two years by combining academic year courses with two summer sessions at the Greeley campus. All candidates for the M.A. must attend at least one summer session.

#### Required Major Credits — 30 hours

SPAN 600 Introduction to Graduate Study and Research Methods (3)

FL 531 Teaching of Foreign Languages (2) Take minimum of 4 credit hours

*Civilization — at least 6 hours:*

SPAN 560 Spanish Civilization and Culture (2)

SPAN 561 Latin American Civilization and Culture (2)

SPAN 562 Mexico and United States Hispanic Civilization and Culture (2)

SPAN 563 Hispanic Cultural Topics (1-6)

*Literature — at least 9 hours:*

SPAN 555 Literature for Children and Adolescents (3)

SPAN 570 Readings in United States Hispanic Literature (1-6)

SPAN 571 Readings in Spanish Literature (1-3)

SPAN 572 Readings in Latin American Literature (1-3)

SPAN 575 Masterpieces of 20th and 21st Century Latin America (2)

SPAN 576 Mexican Literature (1-3)

*Language— at least 6 hours:*

SPAN 505 Spanish Phonetics and Dialects (3)

SPAN 506 Translation (2)

SPAN 510 Advanced Placement Program-Spanish (1-3)

SPAN 560 Spanish Civilization and Culture (2)

SPAN 580 Grammar Topics (1-6)

SPAN 581 Advanced Spanish Grammar (2)

SPAN 582 Spanish for Oral Proficiency (2)

SPAN 583 Oral and Written Discourse (2)

**Note(s):** Note: All master's candidates must successfully complete written and oral comprehensive examinations. No thesis is required.

For students opting for summer study at the University of Salamanca, Spain, 9 hours of transfer credit may be accepted.

A maximum of 9 hours of Academic Year courses (SPAN 502, 521, 531, 550, 551) may be accepted with permission of the graduate faculty in lieu of 9 hours of required SPAN courses in the above list.

The student must possess a B.A. in Spanish or the equivalent and must have completed one year of teaching experience in foreign language at the secondary level.

Students are required to complete 27 hours of coursework within the Hispanic Studies program in Spanish and pedagogy. SPAN 600 Introduction to Graduate Study and Research Methods (3) is also required.

See "Variable Topic Courses" on page 162.



## GERONTOLOGY M.A.

### Degree Requirements — 33 Credits

See "Gerontology M.A." on page 37.

#### Required Major Credits — 24 hours

GERO 555 Grant Development and Administration (3)  
 GERO 560 Community Resources for the Elderly (3)  
 GERO 565 Management Concepts for Aging Services (3)  
 GERO 625 Psychosocial Aspects of Aging (3)  
 GERO 635 Social Policies of Aging (3)  
 GERO 640 Health Aspects of Gerontology (3)  
 GERO 655 Program Planning and Evaluation in Gerontology (3)  
 SRM 600 Introduction to Graduate Research (3)

#### Program Electives — 9 hours

GERO 692 Graduate Internship in Gerontology (1-12) Take 9 credit hours

or

GERO 699 Thesis (1-6)(with supervisor approval) Take 9 credit hours

or 9 credits from the following:

GERO 630 Intervention Strategies with the Elderly (3)  
 GERO 694 Practicum in Gerontology (1-4)  
 HRS 630 Human Services Counseling Theories and Techniques (3)  
 HRS 694 Supervised Counseling in Human Services (6)  
 Other advisor-approved electives (3-9)

**Note(s):** Completion and defense of a detailed portfolio that addresses all areas of the master's program matrix of competencies satisfies the completion of the comprehensive exam and is required to complete the M.A. Program



## GRADUATE INTERDISCIPLINARY DEGREE PROGRAM M.A.

### Middle Level Mathematics Teaching Emphasis

See "Middle Level Mathematics Teaching Emphasis" on page 45.

#### Degree Requirements — 30 Credits

##### Required Courses — 9 hours

MED 600 Introduction to Research in Mathematics Education (3)  
 MFT 520 Survey of Mathematics (3)  
 MFT 530 Conceptions of Analytic Geometry and Calculus (3)

**Note(s):** MED 600 satisfies the Graduate School requirements for Introduction to Graduate Studies.

##### Required Elective Credits — 9 hours

Choose 3 of the following:

MFT 514 Geometry in Middle School Mathematics Teaching (3)  
 MFT 515 Number and Operations in Middle Level Mathematics Teaching (3)  
 MFT 516 Algebra in Middle Level Mathematics Teaching (3)  
 MFT 517 Data Analysis & Probability in Middle Level Mathematics Teaching (3)

##### Elective Major Credits — 12 hours

Six credits in electives may be chosen from above courses and the following or approved substitutes:

MFT 522 Topics in Middle Level Mathematics Teaching (3) Repeatable under different subtitles  
 MED 522 Topics in Mathematics Teaching at the Middle Level (1-3) Repeatable for a maximum of 6 credits  
 MED 588 Implementation of Mathematics Standards in Instruction (1-3) Repeatable for a maximum of 3 credits  
 MED 599 Action Research Project (1) Repeatable 3 times  
 MED 673 Teaching and Learning Mathematics on the Elementary Level (3)  
 MED 674 Teaching and Learning Mathematics on the Secondary Level (3)

Two additional approved elective courses for up to 6 hours

Additional electives may be chosen from courses offered by the school or other schools with the approval of the student's advisor. Students are encouraged to choose relevant courses from the above or those offered by other schools (e.g. EDMS 665, EDMS 667, EDMS 670).

##### Comprehensive Examination

A student may select either one of the following options to satisfy the school comprehensive examination requirement. Normally, at least three faculty members will be involved in judging whether or not the selected option has been completed satisfactorily.

- **Option 1.** Completion of the Action Research Project. The Action Research Project centers around a curricular unit created by the student to be used in their professional instruction. It includes a review of relevant literature, curricular/instructional plan, data analysis and discussion. A copy of this project must be filed with the school; in addition, the student must make a two hour presentation of the project. Students who choose this option are encouraged to take MED 599 to support their work on the project.
- **Option 2.** A written comprehensive examination over MED 600, MFT 520 and two other courses chosen by the student from MFT 514, MFT 515, MFT 516 and MFT 517.

*This program does not prepare teachers to teach mathematics at the upper secondary level (9-12), does not lead to secondary licensure, and will not prepare students for advanced work in mathematics. It is designed solely for professional teachers with minimal mathematics backgrounds who wish to be prepared to teach mathematics at the middle level.*

**Note(s):** For more information about the **Interdisciplinary Studies: Graduate Interdisciplinary Degree**, see page 227.



## GRADUATE INTERDISCIPLINARY DEGREE PROGRAM M.A.

### Natural Sciences K-12 Teaching Emphasis

#### Degree Requirements — 30-33 Credits

See "Graduate Interdisciplinary Degree Program M.A." on page 45.

#### Required Courses — 12 hours

EDF 619 Pluralism in Education (3) (or any approved course on diversity and equity)

PSY 681 Cognition and Instruction I (3)

SCED 530 Laboratory, Field, and Studio Safety (1)

SCED 578 K-12 Science Inquiry (3)

SCED 600 Science Education Research for K-12 Teachers (2)

#### Required Research Courses — 3-6 hours

SCED 697 Action Research in Science Education (1-3) non-thesis option

or

SCED 699, Thesis (1-6) - thesis option

#### Required Science Content Courses — 15 hours

Courses are selected from 500+ level with the following prefixes: AST, BIO, CHEM, ENST, ESCI, GEOL, MET, OCN, SCED, and SCI; courses must be from at least two prefixes (by advisement).

**Note(s):** The goal of this program is to enhance the science and pedagogical knowledge of professional science teachers in the K-12 environment.

The non thesis option requires an Action Research Project centered around a science educational topic. The Project will be developed with the help of the student's advisor. The student must give a formal presentation on this Project. Students completing the non-thesis option are required to complete either an oral or written comprehensive examination.

The thesis option requires a committee of a minimum of three faculty members. The student conducts research on a science educational topic that is designed/developed, implemented, and evaluated by the student with the help of the student's advisor. The student writes a thesis and defends it in front of his or her committee.





## HISTORY M.A.

### Degree Requirements — 30 Credits

See "History M.A." on page 18.

### Required Courses — 3-6 hours

HIST 600 Introduction to Graduate Historical Study (3)

HIST 580 Seminar in History (3) (Required for all students writing a thesis.)

### Elective Courses — 24-27 hours

Elective courses may be taken from any HIST 500-HIST 600 level course.

**Note(s):** Candidates for the M.A. in history should consult with the director of the School of History, Philosophy & Political Science or school graduate coordinator as soon as possible during the first semester of graduate work so that a major field advisor may be assigned. A plan of study will be approved by the advisor and the graduate coordinator. Candidates, in consultation with the major field advisor, will select two other program members who together will constitute the candidate's examining committee. Candidates are urged to consult frequently with the faculty who compose their committee.

### Thesis Option

A minimum/maximum of six hours may be earned in HIST 699 by writing a thesis on a subject that falls within the student's concentration. Additionally, each thesis candidate must take HIST 580. At least 15 hours of coursework, in addition to the six thesis hours, must be concentrated in one of the following areas: United States; European; Africa/Asia/ and Latin American history. The remaining three hours in history that round out the candidate's program should be taken from outside the concentration area. Research and writing of a thesis precludes comprehensive examinations. An oral examination will be held after the student's major professor has accepted the thesis for presentation to the candidate's committee. Students will be responsible on the oral for a mastery of their field, including the reading list they received during their first week in the program.

### Non-Thesis Option

Candidates must concentrate fifteen hours of coursework in one of the following areas: American History, European History, African/Asian/Latin American History. The area chosen will become the student's major field. Twelve additional hours of history courses at the 500/600 level must be completed outside the student's concentration area.

Students who elect this option are required to pass written and oral examinations in their concentration area. The written examination will be three hours in length and may be taken no earlier than the second semester of graduate study. Within two weeks of the written examination, candidates receiving a passing grade from each member of their examining committee on the comprehensive will be examined orally, usually for two hours, over the concentration. Students will be responsible on the oral for a mastery of their field of study, including the reading list they have received during their first week in the program.

### Comprehensive and Thesis Fields In History:

European	United States	Africa/Asia/Latin American
Ancient Medieval Early Modern Modern	Colonial Period to the Present	Comprehensive or thesis to be developed with candidate's graduate advisor and committee.

**Note(s):** Candidates must obtain a permit from the School of History, Philosophy & Political Science allowing them to take their comprehensive or thesis/oral examination. The student must return the permit to the school office no later than the end of the sixth week of the semester in which the

examination will be taken. At this time a specific date will be set by the school director with the advice of the candidate's major professor and committee.

The maximum credit that may be earned in HIST 622, Directed Studies, is six hours. Candidates must obtain prior approval and the signatures of their advisor and the school director before enrolling.

The minimum/maximum credit that may be earned in HIST 699, "Thesis," is six hours.

See "Variable Topic Courses" on page 162.

All students will be examined orally by a committee during their second semester in residence. A "pass" or "conditional pass" recommendation by the committee will permit a student's continuance in the program. A "fail" recommendation will eliminate the student from the History M.A. program. All students without exception must satisfy the thirty hours master's degree requirement.



## MATHEMATICS M.A. (Select from two emphases)

### Degree Requirements — 30 Credits

See "Mathematics M.A." on page 40.

### Liberal Arts Emphasis

Applications are not being accepted into the Liberal Arts Emphasis at this time.

#### Required Emphasis Credits — 17 hours

MATH 510 Seminar in Mathematics (1)\*(take twice)

MATH 523 Modern Algebra (3)

MATH 525 Linear Algebra I (3)

MATH 540 Introduction to Topology (3)

MATH 545 Introductory Analysis (3)

MATH 560 Introductory Complex Variables (3)

#### Required Elective Credits — 13 hours

Electives must have the approval of the advisor. Electives must be selected from 500-600 level MATH or STAT courses not including those designed for the Master of Arts: Teaching Emphasis (Exception: One of MATH 528 or MATH 529 may be selected as an elective).

**Note(s):**The comprehensive examination will consist of two two-hour written examinations over the required sequences MATH 523 - MATH 525 and MATH 540 - MATH 545. An oral examination over the program up to two hours in length will be given upon successful completion of the written comprehensive.

**Note(s):** Students must submit an essay of approximately 500 words addressing their interest in the Master of Arts: Emphasis in Teaching Program and their educational goals.

### Teaching Emphasis

#### Required Emphasis Credits — 9 hours

MATH 534 Continuous Mathematics (3)

MATH 543 Modern Geometry (3)

MED 600 Introduction to Research in Mathematics Education (3)

**Note(s):** MED 600 satisfies the Graduate School requirements for Introduction to Graduate Studies

#### Elective Credits — 21 hours

At least twelve semester hours must be selected from group A and at least six semester hours must be selected from group B.

##### Group A (12 hours)

MATH 520 Functions and Equations (3)

MATH 528 Discrete Mathematics (3)

MATH 529 Mathematical Problem Solving (3)

MATH 537 Mathematical Modeling (3)

MATH 550 Applied Probability and Statistics (3)

MATH 591 Abstract Algebra and Number Theory (3)

##### Group B (6 hours)

MED 528 Teaching of Discrete Mathematics (2)

MED 534 Teaching Algebra and Trigonometry (2)

MED 543 Teaching Geometry (2)

MED 550 Teaching Applied Probability and Statistics (2)

MED 595 Teaching Advanced Topics in Secondary School Mathematics (2)

MED 599 Action Research Project (1) (repeatable, 3 times)

MED 673 Teaching and Learning Mathematics on the Elementary Level (3)

MED 674 Teaching and Learning Mathematics on the Secondary Level (3)

Additional electives may be chosen from courses offered by the school or other schools with the approval of the student's advisor.

### Comprehensive Examinations

A student may select either one of the following options to satisfy the comprehensive examination requirement. Normally, at least three faculty members will be involved in judging whether or not the selected option has been completed satisfactorily.

- *Option 1.* A written examination over the three required courses and over one other course from Group B above (student's choice). Up to two hours of oral examination will be given upon successful completion of the written examination.
- *Option 2.* Completion of the Action Research Project involving the selection of a problem, review of relevant literature, plan, data analysis and discussion. A copy of this project must be filed with the School; in addition, the student must make a two hour presentation of the project. Students who choose this option are encouraged to take MED 599 to support their work on the project.



## MUSIC M.M. (Select from eight emphases)

### Degree Requirements — 30-33 Credits

See "Music M.M." on page 49.

### Collaborative Piano Emphasis

In addition to the Music, M.M. requirements above, proficiency in diction and translation of two standard foreign languages (selected from French, German and Italian) will be examined upon entry. Candidates with deficiencies will meet with their major advisor and other appropriate faculty to determine the best way to remedy those deficiencies.

#### Required Emphasis Credits — 24-26 hours

*Studies in Major Area*

MUS 600 Introduction to Musical Scholarship (2)  
 MUS 693 Practicum in Music (1-4) Take 2 hours\*  
 MUS 665 Individual Performance in Collaborative Piano (2-4)  
 Take 8 hours  
 MUS 540 Techniques of Vocal Coaching (2)  
 MUS 541 Chamber Music Literature for Keyboard (2)  
 Major Performing Organization (2)

*Other studies in Music*

Music History, Music Theory (6)  
 Courses will be selected by advisement based upon candidates' needs identified through advisory examination.

#### Elective Emphasis Credits — 6-7 hours

Electives will be selected by advisement based upon candidate's need identified through examination.

MUS 536 German Art Song (3)  
 MUS 538 French/Italian Art Song (2)  
 MUS 539 British/American Art Song (2)  
 MUS 510 Vocal Pedagogy (2)  
 MUS 630 Small Ensembles and Chamber Music (1)  
 MUS 507 History of Instruments and Instrumental Practices (3)  
 MUS 559 Opera History and Literature (2)  
 MUS 671 Individual Performance in Piano (2-4)

Note(s): \*Recital and correlative paper.

### Conducting Emphasis

#### Required Emphasis Credits — 26 hours

MUS 600 Introduction to Musical Scholarship (2)  
 MUS 511 Wind Band Literature and Techniques (2)  
 MUS 512 Symphonic Literature and Techniques (2)  
 MUS 558 Choral Literature and Techniques (2)  
 MUS 550 Score Reading and Analysis (1)  
 MUS 551 Individual Performance in Conducting (2) Take 4 hours

MUS 693 Practicum in Music (1-4)  
 Individual Performance in Major Instrument or Voice (4)  
 Major Performing Organization (2)

*Music History and Theory — 6 hours*

Courses will be selected by advisement based upon candidates' needs identified through advisory examination.

#### Elective Emphasis Credits — 4-5 hours

MUS 564 Problems in Teaching Voice (2)  
 MUS 580 String Techniques for the Conductor (2)  
 MUS 653 Vocal Literature and Styles (3)  
 MUS 650 Seminar: Choral Music (2)  
 MUS 657 Instrumental Literature and Styles (3)  
 MUS 658 Brass Pedagogy (3)  
 MUS 661 Percussion Pedagogy (2)  
 MUS 662 Woodwind Pedagogy (2)  
 MUS 685 Performance in Opera Theatre (1-12)

A recorded public recital and correlative paper are required. The performance will be conducted by the candidate and evaluated by the major advisor and relevant faculty. It is the student's responsibility to file a printed program and audio recording of the performance with the School of Music Office and the Music Library.

### Instrumental Performance Emphasis

#### Required Emphasis Credits — 22-23 hours

*Studies in the Major Area (14 hours)*

MUS 600 Introduction to Musical Scholarship (2)  
 MUS 693 Practicum in Music (2) (Recital and Correlative Paper)  
 Individual Performance (8)  
 Major Performing Organization (2)

String performers will participate in a major ensemble each semester in residence.

*Other Studies in Music (8-9 hours)*

Music History, Music Theory (6)  
 Pedagogy (2-3)

Note(s): Other Studies in Music will be selected by advisement based upon candidate's needs identified through advisory examination.

In addition to the Music, M.M. requirements above, brass, woodwind, string, and percussion majors will take a written examination on instrumental techniques in their instrument area.

#### Elective Credits — 8 hours

Electives will be selected by advisement based upon candidate's needs identified through examination.

Note(s): Master of Music candidates in performance must present a public recital. It is the student's responsibility to file a printed program and tape recording of the performance with the School of Music Office and the Music Library.

A correlative paper may be required in conjunction with the recital at the discretion of the individual school.

Performance emphases are available in flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, tenor trombone, bass trombone, euphonium, tuba, percussion, violin, viola, violoncello, string bass, harp, keyboard, voice, and guitar.

### Jazz Studies Emphasis

#### Required Emphasis Credits — 29 hours

MUS 542 Jazz Pedagogy (2)  
 MUS 544 Seminar in Jazz History (3)  
 MUS 547 Advanced Arranging (2)  
 MUS 585 Advanced Jazz Improvisation (2)  
 MUS 600 Introduction to Musical Scholarship (2)  
 MUS 625 Jazz Ensembles (1) Take 2 hours  
 MUS 636 Individual Performance in Jazz (2-4) Take 8 hours  
 MUS 693 Practicum in Music (1-4) Take 2 hours\*

*Other Studies in Music*

Music History, Music Theory (6)

*Other Studies in Music* will be selected by advisement based upon candidates needs identified through advisory examination.

#### Elective Emphasis Credits — 3 hours

Electives will be selected by advisement based upon candidate's needs identified through examination.

Note(s): Master of Music candidates in jazz studies must present a public recital. This recital should be recorded and a printed program and CD recording should be filed with the School of Music Office and the Music Library. A correlative paper will be required in conjunction with the recital.

All graduate students enrolling in the School of Music as majors are expected to attend major recitals, concerts, productions and convocations on a regular basis as part of the course program.

Residency, when stated in the music section of this catalog, is interpreted to mean 9 credit hours or more per semester.

Jazz Studies specializations are available in saxophone, trumpet, trombone, guitar, piano, bass, and drums.

Master of Music candidates will take a written comprehensive examination at a time approved by the major advisor.

This is a highly selective degree program. Admission is by audition for the applied jazz faculty and is dependent on studio availability.



## Music Education Emphasis

### Required Emphasis Credits— 12 hours

*Studies in the Major Area (9 hours)*

MUS 610 Research in Music Education (3)

MUS 519 Foundations of Music Education (3)

MUS 533 Curriculum Trends in Music Education (3)

*Studies in Professional Education (3 hours)*

Selected from the following content areas such as: Multicultural Education, Educational Psychology, Educational Foundations or Special Education (3).

### Credits in Music Studies — 10 hours

To be selected in consultation with program advisor (10).

### Elective Credits in Music and other areas — 8 hours

Courses should be based upon the candidate's specialized teaching area and professional goals.

**Note(s):**Candidates will be asked to take an advisory examination on topics related to music education.

The School of Music will consider examinations, scholarly papers and musical performance in all areas of study to assess student progress throughout the program.

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## Music History and Literature Emphasis

### Required Emphasis Credits — 27 hours

MUS 600 Introduction to Musical Scholarship (2)

MUS 649 Music History Pedagogy (3)

MUS 699 Thesis (1-6)

Music History (9)

Music Theory Courses (3)

Major Performing Organization and/or Individual Performance (4)

### Elective Credits — 3 hours

Electives will be selected by advisement, based upon candidate's needs identified through examination.

**Note(s):**Music Theory and Music History courses are selected by advisement based on the candidate's area of focus and upon the candidate's needs identified through the advisory examination.

Students who are able to demonstrate competency in any required course may substitute an elective chosen in consultation with the advisor.

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## Music Theory and Composition Emphasis

### Required Emphasis Credits — 33 hours

MUS 600 Introduction to Musical Scholarship (2)

MUS 509 Electronic Music (3)

MUS 603 Analytical Studies in Music (3)

MUS 648 Seminar: Music Since 1900 (3)

MUS 677 Individual Instruction in Composition (8)

MUS 699 Thesis (6) (or original composition)

Music Performing Organization and/or Individual Performance (2)

Music History (6)

Studies in Music History will be selected by advisement based upon candidate's needs identified through advisory examination.

**Note(s):**MUS 502 and MUS 503 may be required if advisory examinations indicate that these courses will significantly increase the strength of Master of Music candidates in Theory and Composition.

Students who are able to prove their competency in any of the required courses listed above may substitute electives chosen in consultation with the advisor.

Master of Music candidates will present a recital of their compositions written as part of their degree program.

In addition to the Music, M.M. requirements above, Theory and Composition candidates must submit examples of works composed, supported if possible by recordings.

This emphasis requires that the student has completed a Bachelor's degree in music.

## Vocal Performance Emphasis

In addition to the Music, M.M. requirements above, Voice students must pass a diction proficiency examination in German, French and Italian. An entrance audition is required; voice students will be expected to perform one or more art songs in French, German, Italian and English, including one opera aria or oratorio aria and a contemporary art song. The entrance audition may be performed during the first semester of degree work.

### Required Emphasis Credits — 29-33 hours

MUS 600 Introduction to Musical Scholarship (2)

MUS 559 Opera History and Literature (2)

MUS 693 Practicum in Music (1-4) (Recital and Correlative Paper)

Individual Performance (8)

Major Performing Organization (2)

*Studies in the Major Area (8-9 hours)*

Select one of the following courses:

MUS 510 Vocal Pedagogy (2)

MUS 564 Problems in Teaching Voice (2)

Select two of the following courses (4-5 hours)

MUS 536 German Art Song (3)

MUS 538 French/Italian Art Song (2)

MUS 539 British/American Art Song (2)

Select one of the following courses: (2 hours)

MUS 534 Acting for Singers (2)

MUS 685 Performance in Opera Theatre (1-12) Take 2 hours

MUS 686 Scene Studies in Opera (1-3) Take 2 hours

*Other Studies in Music (6 hours)*

Music History or Music Theory (6)

Other Studies in Music will be selected by advisement based upon candidate's needs identified through advisory examination.

### Elective Credits — 3 hours

**Note(s):**Students in the area of Vocal Performance should have skills in translation of vocal literature in one foreign language (French, German, or Italian) as well as diction mastery of all three. A candidate may challenge any portion of the language requirement.

Master of Music candidates in voice must present a public recital. It is the student's responsibility to file a printed program and tape recording of the performance with the School of Music Office and the Music Library.

A correlative paper may be required in conjunction with the recital at the discretion of the individual school.

**NHS** **NURSING M.S.**  
(Select from three emphases)

**Degree Requirements — 39-48 Credits**

See "Nursing M.S." on page 42.

**Required Major Core Credits — 9 hours**

NURS 605 Nursing Research (3)  
NURS 507 Leadership and Nursing Issues (3)  
NURS 600 Nursing Theory (3)

Successful completion of a comprehensive exam is required to complete the Master of Science program

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### **Clinical Nurse Specialist in Chronic Illness (CNS) Emphasis**

**Prerequisites: Baccalaureate Degree in Nursing****Required Emphasis Credits — 35-38 hours***CNS Emphasis (32 hours)*

NURS 602 Management of Chronically Ill Populations I (4)  
NURS 604 Management of Chronically Ill Populations II (4)  
NURS 610 Health Assessment (3)  
NURS 612 Advanced Pharmacology (4)  
NURS 614 Advanced Pathophysiology (3)  
NURS 630 Teaching Strategies in Nursing (3)  
NURS 665 Seminar Topics in Chronic Illness (3)  
NURS 680 Advanced Practice Role Practicum (1-9)  
NURS 690 Advanced Professional Role (2)

*Research Requirement (3-6 hours)*

NURS 699 Thesis (1-6)

or

NURS 691 Applied Nursing Research (3)

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### **Education Emphasis**

**Prerequisites: Undergraduate Research.****Required Emphasis Credits — 30 hours***Clinical (11 hours)*

NURS 602 Management of Chronically Ill Populations I (4)  
NURS 604 Management of Chronically Ill Populations II (4)  
NURS 614 Advanced Pathophysiology (3)

*Education (13 hours)*

PSY 540 Theories and Principles of Learning (3)  
NURS 630 Teaching Strategies in Nursing (3)  
NURS 660 Nursing Education Seminar (4)  
NURS 695 Advanced Academic Nursing Roles (3)

*Required Research (6 hours)*

NURS 699 Thesis (1-6) Take 6 hours

or

NURS 691 Applied Nursing Research (3)

and

Education Elective (3 hours)

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### **Family Nurse Practitioner (FNP) Emphasis**

**Required Emphasis Credits — 36-39 hours***FNP Emphasis (33 hours)*

NURS 610 Health Assessment (3)  
NURS 612 Advanced Pharmacology (4)  
NURS 614 Advanced Pathophysiology (3)  
NURS 640 Health Care of Families I (4)  
NURS 645 Health Care of Families II (4)  
NURS 650 Health Care of Families III (4)  
NURS 680 Advanced Practice Role Practicum (1-9) Take 9 hours

NURS 690 Advanced Professional Role (2)

*Research Requirement (3-6 hours)*

NURS 699 Thesis (1-6) Take 6 hours

or

NURS 691 Applied Nursing Research (3)

Prerequisites: Undergraduate Research, Undergraduate Physical Assessment Course

**NHS** **PHYSICAL EDUCATION M.A.T.**

**Degree Requirements — 30 hours**

SES 589 Bridging Theory and Practice in Sports Coaching (3)  
SES 603 Professional Development Seminar (3)  
SES 604 Teacher Action Research (3)  
SES 612 Assessment in Sport Pedagogy (3)  
SES 614 Analysis of Teaching in Physical Education (3)  
SES 628 Adventure Education (3)  
SES 640 Curriculum in Physical Education (3)  
SES 641 Instructional Strategies for Elementary School Physical Education (3)  
SES 642 Instructional Strategies for Secondary School Physical Education (3)  
SES 680 Perspectives in Sport Pedagogy (3)

**Note(s):** EDFE 555 – Student Teaching – 8 – 12 hours is required (for those using the program for an additional teaching endorsement).

**Note(s):** *Portfolio.* In lieu of a comprehensive exam or thesis, all students must develop and present a portfolio that displays successful incorporation of the theoretical and foundational aspects of effective teaching. Public exhibition of the portfolio before an audience of faculty and students is required.

**NHS** **PUBLIC HEALTH M.P.H.**  
**Community Health Education Emphasis**

**Degree Requirements — 45 Credits**

See "Public Health M.P.H." on page 36.

**Required Major Credits — 36 hours**

SRM 617 Biostatistics and Health Data Analysis (3)

Select one of the following two courses:

HRS 610 Interpretation and Evaluation of Behavioral Research (3)  
SRM 600 Introduction to Graduate Research (3)  
CH 509 Seminar in Health Behavior (3)  
CH 530 Seminar in Health Promotion Strategies (3)  
CH 540 Principles of Health Program Management (3)  
CH 550 Environmental Health (3)  
CH 560 Scientific Foundations of Health Promotion/Disease Prevention (3)  
CH 610 Program Planning and Evaluation (3)  
CH 620 Epidemiology (3)  
CH 625 Public Health Administration and Policy (3)  
CH 692 Graduate Internship (6)

**Required Elective Credits — 9 hours****Note(s):** Elective units are selected with consent of advisor.

Students must complete six hours of internship (300 contact hours) and successfully pass a written comprehensive examination or thesis option in order to complete the M.P.H. program. Students wishing to pursue a thesis option in lieu of comprehensive exams must do so in consultation with their advisor.



## READING M.A.

### Degree Requirements — 33 Credits

See "Reading M.A." on page 12.

#### Required Major Credits – 33 hours

- SRM 600 Introduction to Graduate Research (3)
- EDRD 611 Language, Literacy and Cognitive Development (3)
- EDRD 612 Reading in the Elementary Schools (3)
- EDRD 614 Literature for Children, Adolescents and Young Adults (3)
- EDRD 617 Evaluation and Improvements of Literacy Teaching and Learning (4)
- EDRD 620 Reading in the Middle and Secondary Schools (3)
- EDRD 642 Teaching the Writing Process in Schools (3)
- EDRD 645 Reading Research (3)
- EDRD 670 Directing a School-Wide Reading/Literacy Program (3)
- EDRD 692 Clinical Practicum in Literacy Coaching (4)
- EDRD 693 Capstone Reading Seminar (1)



## REHABILITATION COUNSELING M.A.

### Degree Requirements — 60 Credits

See "Rehabilitation Counseling M.A." on page 38.

#### Required Major Credits — 48 hours

- HRS 580 Rehabilitation Principles and Case Management (3)
- HRS 581 Vocational Evaluation and Assessment of People with Disabilities (3)
- HRS 585 Occupational Information and Job Placement (3)
- HRS 604 Family, Cultural and Psychological Aspects of Disability (3)
- HRS 605 Medical Aspects of Disability (3)
- HRS 610 Interpretation and Evaluation of Behavioral Research (3)
- HRS 630 Human Services Counseling Theories and Techniques (3)
- HRS 631 Group Processes in Rehabilitation (3)
- HRS 692 Clinical Internship in Rehabilitation (15) **Must be completed in an approved rehabilitation counseling setting.**
- HRS 694 Supervised Counseling in Human Services (6)
- PSY 530 Life Span Developmental Psychology (3)

#### Elective Credits — 12 hours

- APCE 624 Assessment and Treatment of Substance Abuse (3)
- APCE 654 Child Abuse and Neglect (3)
- EDSE 541 Introduction to Visual Impairment and Deaf-Blindness (3)
- EDSE 546 Principles of Orientation and Mobility (3)
- EDSE 548 Medical and Educational Implications of Visual Impairments (3)
- GERO 555 Grant Development and Administration (3)
- HRS 650 Human Resources System (3)

**Note(s):** To complete requirements for rehabilitation counseling, 12 semester hours of electives, approved by the faculty advisor, must be taken.

The curriculum is presented in both an online and weekend workshop format.

Successful completion of a written comprehensive examination is required to complete the Master of Arts program.

The master's program is fully accredited by the Council on Rehabilitation Education (CORE) and qualifies students to obtain the Certified Rehabilitation Counselor (CRC) designation.



## **EBS** SCHOOL COUNSELING M.A.

### **Degree Requirements — 60 Credits**

This program is accredited by the Council for Accreditation of Counseling and Related Educational Programs.

See "School Counseling M.A." on page 2.

### **Required Major Credits — 60 hours**

SRM 600 Introduction to Graduate Research (3)

PSY 530 Life Span Developmental Psychology (3)

APCE 558 Abnormal Psychology (3)

APCE 565 Psychology of Prejudice (3)

or

APCE 623 Counseling Diverse Populations (3)

APCE 602 Foundations of School Counseling (3)

APCE 603 Counseling Children and Adolescents (3)

APCE 605 Group Laboratory Experience (1)

APCE 606 Theories and Practices in Group Guidance (3)

APCE 607 Theories of Counseling (3)

APCE 608 Organization, Administration and Evaluation of School Counseling Programs (3)

APCE 612 Practicum in Individual Counseling (5)

APCE 614 Internship in School Counseling and Guidance (1-9)

Take 6 hours.

APCE 616 Career Theory, Counseling and Assessment (3)

APCE 624 Assessment and Treatment of Substance Abuse (3)

APCE 654 Child Abuse and Neglect (3)

APCE 657 Legal and Ethical Aspects of Counseling and Psychology (3)

APCE 660 Psychological Consultation: Theory and Practice (3)

APCE 665 Family Systems (3)

APCE 673 Appraisal and Assessment in Counseling (3)

**Note(s):** Students wishing to obtain Colorado licensure in this area are required to pass proficiency examination(s). Students should contact the Teaching/Special Services Licensing Office for information.

## **EBS** SCHOOL LIBRARY EDUCATION M.A.

### **Degree Requirements — 32 Credits**

See "School Library Education M.A." on page 7.

### **Required Major Credits — 32 hours**

ET 502 Instructional Design (3)

ET 503 Computers in Education (3)

ET 504 Instructional Materials Design (3)

ET 533 Information Literacy & Reference (3)

ET 535 School Library Administration and Leadership (3)

ET 538 Selection, Evaluation, & Utilization of Library Materials & Cataloging (3)

ET 604 Computer Graphics and Visual Literacy (3)

ET 694 Elementary School Library Internship (1)

ET 696 Secondary School Library Internship (1)

EDRD 611 Language, Literacy and Cognitive Development (3)

EDRD 614 Literature for Children, Adolescents and Young Adults (3)

SRM 600 Introduction to Graduate Research (3)

**Note(s):** For licensure purposes, the Colorado Department of Education requires students to complete two field experience in an elementary and/or either middle or secondary school library.

Students need to have completed the preparatory coursework prior to taking the comprehensive examination. In addition, the student's advisor signature is required on the **Permission form to take Written Comprehensive Examination**, which verified that the student is cleared to take the comprehensive examination. Successful completion of the written comprehensive exam is required to complete the Master of Arts program.

Students wishing to obtain Colorado licensure in this area are required to pass the required state proficiency examination. Endorsements are granted by the Colorado Department of Education upon the recommendation of the UNC Licensure Officer. Students should contact the School of Teacher Education in McKee 216 for licensure information. All coursework completed will be accessed by the UNC Licensure Officer prior to licensure acceptance.

**Note(s):** For licensure purposes, the Colorado Department of Education requires students to complete two field experiences in an elementary and/or either a middle or secondary school library.

For M.A. Degree and program requirements, See "School Library Education M.A." on page 191.



## **SOCIAL SCIENCE M.A.** **Sociological Practice Emphasis**

### **Degree Requirements — 33 Credits**

See “Social Science M.A.” on page 23.

### **Required Sociology Credits — 27 hours**

SOC 660 Applied Social Research (3)  
SOC 530 Organizational Analysis (3)  
SOC 532 Social Psychology and Group Dynamics (3)  
SOC 539 Seminar in Sociological Practice (3)  
SOC 552 Applied Social Theory (3)  
SOC 580 Social Policy Analysis (3)  
SOC 691 Research Internship (6)  
GERO 555 Grant Development and Administration (3)

### **Elective Credits — 6 hours**

Elective credits may be any advisor approved 500 or 600 level courses.

### **Professional Research Report Option:**

Courses required for this option are listed above. The professional research report is completed in conjunction with **SOC 691 Research Internship (1-9)**. Candidates should consult with the graduate coordinator as soon as possible during the first semester of work so that they can be assigned an advisor. In consultation with their advisor the committee chair, they should choose another program member to be on their committee. These faculty members plus the internship site supervisor serve as the student's committee which directs the research project, the professional research report and the oral examination over the research. Candidates are urged to consult frequently with the members of their committee.

### **Thesis Option:**

The thesis option requires 6 thesis credits, SOSC 699. Thesis credit may be substituted for elective credits and/or for three research internship credits. The thesis option also includes an oral defense of the thesis. Students who are interested in this option should consult with the graduate coordinator as soon as possible.



## SPECIAL EDUCATION M.A. (Select from six emphases)

### Degree Requirements — 36-74 Credits

See "Special Education M.A." on page 10.

**Note(s):** If a student enters the master of arts program in special education without a current teacher licensure, she or he is required to complete additional (separate) admission requirements and course requirements listed under Professional Teacher Education.

### Required Major Core Credits — 3 hours

SRM 600 Introduction to Graduate Research (3)

### Deaf and Hard of Hearing Emphasis

#### Required Prerequisites — 7 hours

ASLS 266 Normal Speech and Language Development (3)

ASLS 370 Basic Audiology (4)

Ability to communicate, with advanced proficiency in American Sign Language and/or a sign system.

#### Required Emphasis Credits — 39 hours

EDSE 510 Foundations of Special Education (3)

EDSE 511 Learning Environments and Cultural Considerations (3)

EDSE 512 Assessment, IEP Development, and Instructional Planning (3)

EDSE 550 Foundations of Deaf Education (3)

EDSE 651 Collaboration: Deaf/Hard of Hearing (3)

EDSE 652 Auditory Skill Development: Deaf/Hard of Hearing(3)

EDSE 653 Speech: Deaf/Hard of Hearing (3)

EDSE 654 Language: Deaf/Hard of Hearing (3)

EDSE 655 Literacy: Deaf/Hard of Hearing (3)

EDSE 656 Curriculum and Instruction: Deaf/Hard of Hearing (3)

EDSE 657 Practicum: Deaf/Hard of Hearing (6-12)

**Note(s):** Students are required to complete a sign language proficiency test which will be administered before each student's practicum placement.

### Early Childhood Special Education Emphasis

#### Required Emphasis Credits — 29-42 hours

EDSE 510 Foundations of Special Education (3)

EDSE 511 Learning Environments and Cultural Considerations (3)

EDSE 512 Assessment, IEP Development, and Instructional Planning (3)

EDSE 530 Parent/Professional Partnerships (3)

EDSE 531 Assessment and Planning in Early Childhood Special Education (3)

EDSE 532 Typical and Atypical Early Child Development: Application to Early Childhood Special Education (3)

EDSE 533 Curriculum and Instruction in Early Childhood Special Education (3)

EDSE 534 EDSE 534 Research, Policy, and Advocacy in Early Childhood Special Education (3)

EDSE 535 Practicum in Early Childhood Special Education (2-15)

EDSE 616 Scientifically Based Literacy Interventions (3)

### Generalist Emphasis

#### Required Emphasis Credits — 36 hours

EDSE 510 Foundations of Special Education (3)

EDSE 511 Learning Environments and Cultural Considerations (3)

EDSE 512 Assessment, IEP Development, and Instructional Planning (3)

EDSE 613 Applied Assessment (3)

EDSE 614 Behavioral Interventions (3)

EDSE 616 Scientifically Based Literacy Interventions (3)

EDSE 617 Mathematics and Content Area Learning for Students with Disabilities (3)

EDSE 618 Educating Students with Significant Support Needs (3)

EDSE 619 Secondary Services (3)

EDSE 693 Practicum in Special Education (3-12) Take 6 hours

### Gifted and Talented Education Emphasis

#### Emphasis Requirements — 33 hours

EDSE 682 Foundations in Gifted Education (3)

EDSE 683 The Gifted Learner: Nature and Needs (3)

EDSE 684 Assessment and Identification in Gifted Education (3)

EDSE 685 Curriculum & Instructional Practice in Gifted Education (3)

EDSE 686 Emotional and Social Development of the Gifted and Talented (3)

EDSE 687 Program Strategies and Services For the Gifted and Talented (3)

EDSE 688 Communication and Leadership in Gifted Education (3)

EDSE 689 Creativity in Gifted Education (3)

EDSE 690 Highest Levels of Learning for the Gifted and Talented (3)

EDSE 691 Practicum in Teaching the Gifted and Talented (1-12) Take 6 hours

The student must possess a current teaching license, must have at least two years teaching experience and must have a grade point average from the baccalaureate degree of at least 3.0 on a 4.0 scale.

### Intervention Specialist Emphasis

#### Required Emphasis Credits — 30 hours

EDSE 670 Legal and Policy Foundations of Special Education (3)

EDSE 671 Fostering School and Community Relationships (3)

EDSE 672 Leadership in the School Community (3)

EDSE 673 Research and Reflective Practice (3)

EDSE 674 Interventions in Literacy and Numeracy (3)

EDSE 675 Issues in Special Education Assessment (3)

EDSE 676 Assessment and Interventions for Students with Challenging Behaviors (3)

EDSE 677 Transition to Adulthood for Youth with Exceptionalities (3)

EDSE 678 Leadership Strategies in Significant Support Needs/ Autism (3)

EDSE 679 Interventions for Students with Cultural and Linguistic Differences (3)

### Visual Impairment Emphasis

#### Required Emphasis Credits — 42 hours

EDSE 510 Foundations of Special Education (3)

EDSE 511 Learning Environments and Cultural Considerations (3)

EDSE 512 Assessment, IEP Development, and Instructional Planning (3)

EDSE 541 Introduction to Visual Impairment and Deaf-Blindness (3)

EDSE 543 Braille Codes and Formats (3)

EDSE 546 Principles of Orientation and Mobility (3)

EDSE 548 Medical and Educational Implications of Visual Impairments (3)

EDSE 549 Assessment of Students with Visual Impairments (3)

EDSE 640 Methods of Teaching Students with Visual Impairment (3)

EDSE 642 Advanced Seminar in Education of Students with Visual Disabilities (3)

EDSE 644 Practicum in Education of Students with Visual Impairments, K-12 (6-12)

EDSE 645 Advanced Braille Codes and Formats (3)

**Note(s):** See "Orientation and Mobility (O&M) Endorsement" on page 224.



## **SPEECH-LANGUAGE PATHOLOGY M.A.**

### **Degree Requirements — 69 Credits**

See "Audiology and Speech-Language Sciences" on page 35.

Select one of the following research courses:

- HRS 610 Interpretation and Evaluation of Behavioral Research (3)
- SRM 600 Introduction to Graduate Research (3)

Complete the following courses:

- ASLS 516 Professional Issues in SLP (1)
- ASLS 555 Neuroanatomy and Neurophysiology of Communication (3)
- ASLS 563 Voice and Resonance Disorders (3)
- ASLS 571 Speech and Hearing Science (4)
- ASLS 655 Acquired Disorders of Language and Cognition (3)
- ASLS 656 Feeding and Swallowing Disorders: Lifespan (2)
- ASLS 657 Motor Speech Disorders: Lifespan (2)
- ASLS 661 Articulation and Phonological Disorders in Children (3)
- ASLS 664 Fluency Disorders (3)

Select one of the following courses:

- ASLS 658 Assistive Technology for Communication Disorders (3)
- EDSE 308 Workshop in Special Education (1-3)

Select one of the following courses:

- ASLS 682 Language Disorders in Early Childhood and Preschool (3)
- ASLS 684 Disorders of Language & Literacy: School-Age and Adolescent (3)

Research Courses (4 hours)

- ASLS 515 Foundations of Research and Writing (1)
- ASLS 615 Research in Audiology and Speech-Language Pathology (1-4) (Take 1 hour)
- ASLS 686 Capstone in Speech-Language Pathology (2)

### **Clinical Practicum — 14 hours**

- ASLS 569 Advanced Diagnostic Procedures (1-2) Take 6 hours
- ASLS 583 Clinical Practicum: Introduction (1-2) Take 2 hours
- ASLS 585 Clinical Practicum in Speech-Language Pathology: Intermediate (1-2) Take 2 hours
- ASLS 586 Clinical Practicum in Speech-Language Pathology: Intermediate/Advanced (2)
- ASLS 588 Clinical Practicum in Speech-Language Pathology: Advanced (2)

### **Internships — 18 hours**

(Student chooses Primary internship for 12 hours and Secondary internship for 6 hours)

- ASLS 592 Internship in Public Schools (2-15)
- ASLS 692 Internship in Medical Settings (2-16)

**Note(s):**Students who do not pursue a thesis must complete both internships: ASLS 592, Internship in Public Schools and ASLS 692, Internship in Medical Settings, for 6-12 semester hours each. Students who elect to complete a thesis may be exempted from one of these externships, with the consent of their academic advisor and they must complete ASLS 699, Thesis: Audiology and Speech-Language Sciences, for six semester hours and SRM 602, Statistical Methods I, for three semester hours, in addition to the requirements shown above.

Students who complete this program are eligible for the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association and for licensure from the Colorado Department of Education. This program is accredited by the Council on Academic Accreditation (CAA) of the ASHA and by the Colorado Department of Education.

**Note(s):**Successful completion of a written comprehensive exam, its equivalent, or a master's thesis is required to complete the M.A. program.





## SPORT AND EXERCISE SCIENCE M.S. (Select from three emphases)

### Degree Requirements — 30-33 Credits

See "Sport and Exercise Science M.S." on page 44.

### Exercise Science Emphasis

#### 1) Biomechanics Concentration — 33 hours

*Required Credits (9 hours)*

SES 602 Introduction to Research in Sport and Exercise Science (3)

SES 625 Laboratory Techniques in Kinesiological Research (3)  
SRM 602 Statistical Methods I (3)

*Concentration area requirements (15 hours)*

SES 550 Neural Aspects of Kinesiology (3)  
SES 620 Neuromuscular Structure and Function (3)  
SES 621 Advanced Biomechanics (3)  
SES 629 Concepts in Kinesiology (3) (Biomechanics of Locomotion)

*Select two of the following courses:*

SES 624 Advanced Developmental Kinesiology (3)  
SES 626 Advanced Physiological Kinesiology I (3)  
SES 627 Advanced Physiological Kinesiology II (3)  
SES 665 Advanced Sociological Kinesiology (3)

*Elective Credits (3-6 hours)*

Elective credits in a concentration area must have the approval of the program advisor and must satisfy the Thesis option or the Professional Research Project Option.

*The following course is recommended to be used as an elective:*

SES 692 Graduate Internship in Sport and Exercise Science (1-6)

#### 2) Exercise Physiology Concentration — 33 hours

*Required Credits (9 hours)*

SES 602 Introduction to Research in Sport and Exercise Science (3)

SES 625 Laboratory Techniques in Kinesiological Research (3)  
SRM 602 Statistical Methods I (3)

*Concentration area requirements (15 hours)*

SES 620 Neuromuscular Structure and Function (3)  
SES 626 Advanced Physiological Kinesiology I (3)  
SES 627 Advanced Physiological Kinesiology II (3)  
SES 629 Concepts in Kinesiology (3) (Cardiopulmonary Physiology)

*Select one of the following courses:*

SES 550 Neural Aspects of Kinesiology (3)  
SES 621 Advanced Biomechanics (3)  
SES 624 Advanced Developmental Kinesiology (3)  
SES 665 Advanced Sociological Kinesiology (3)

*Elective Credits (3-9 hours)*

Elective credits in a concentration area must have the approval of the program advisor and must satisfy the Thesis option or the Professional Research Project option. The following courses are recommended electives:

*Research or Pre Med*

BIO 550 Cell Physiology (4)  
CHEM 581 General Biochemistry I (4)  
CHEM 582 General Biochemistry II (4)  
BIO 552 Mammalian Physiology I (3)  
BIO 553 Mammalian Physiology II (3)

*Preventative and Rehabilitative Exercise*

SES 510 Cardiac Rehabilitation (3)  
SES 692 Graduate Internship in Sport and Exercise Science (6)

*Nutrition in Sport and Exercise*

CHEM 581 General Biochemistry I (4)  
CHEM 582 General Biochemistry II (4)  
FND 555 Nutrition for Fitness and Athletic Performance (3)

#### 3) Social Psychology of Sport and Physical Activity Concentration — 33 hours

*Required Credits (9 hours)*

SES 602 Introduction to Research in Sport and Exercise Science (3)

SES 625 Laboratory Techniques in Kinesiological Research (3)  
SRM 602 Statistical Methods I (3)

*Concentration area requirements (15 hours)*

SES 624 Advanced Developmental Kinesiology (3)  
SES 629 Concepts in Kinesiology (3) (Motivation)  
SES 635 Exercise and Sports Psychology (3)  
SES 665 Advanced Sociological Kinesiology (3)

*Select one of the following courses:*

SES 620 Neuromuscular Structure and Function (3)  
SES 621 Advanced Biomechanics (3)  
SES 626 Advanced Physiological Kinesiology I (3)

*Elective Credits (3-9 hours)*

Elective credits in a concentration area must have the approval of the program advisor and must satisfy the Thesis option or the Professional Research Project option.

*The following courses are recommended electives:*

CH 530 Seminar in Health Promotion Strategies (3)  
GERO 625 Psychosocial Aspects of Aging (3)  
SES 680 Perspectives in Sport Pedagogy (3)  
PSY 550 Cognitive Development (3)  
PSY 627 Psychometrics (3)  
PSY 664 Advanced Social Psychology (3)  
SOC 563 Qualitative Methods (3)  
SOC 532 Social Psychology and Group Dynamics (3)  
SRM 680 Introduction to Qualitative Research (3)

#### Professional Research Project

The writing and presentation of a research project satisfies the completion of the comprehensive exam.

Students must see an advisor to develop a program matrix and research paper topic.

#### Thesis Options (Elective Credit Hours — 6)

The thesis option hours may be included as elective hours within a student's program. The Thesis option requires the completion of an experimental research project (problem development, data collection and analysis, write-up, and defense).

## **Sport Administration Emphasis**

### **Required Emphasis Credits — 21 hours**

SES 602 Introduction to Research in Sport and Exercise Science (3)

SES 560 Issues and Ethics in Sport Management (3)

SES 570 Program Management (3)

SES 576 Sport Promotion and Marketing (3)

SES 675 Management of Sports Facilities and Equipment (3)

SES 676 Sport Public Relations and Information Systems (3)

SES 688 Legal Aspects of Sport (3)

### **Elective Credits — 3-9 hours**

Students are allowed 9 hours of electives in the master's program. After consulting with their advisor, students should select courses which contribute to their academic and career goals. The following courses are offered as a guide for elective course selection. Students should also review the *Catalog* for course options in their cognate areas.

ET 501 Introduction to Applications of Educational Technology (3)

ET 504 Instructional Materials Design (3)

SES 650 Financial Management for Sport Organizations (3)

SES 670 Sport and Higher Education (3)

SES 678 Event Development and Management (3)

SES 692 Graduate Internship in Sport and Exercise Science (1-6)

### **Professional Research Project**

The writing of a research project satisfies the completion of the comprehensive exam.

Students must see an advisor to develop research paper topics.

### **Thesis Option (Elective Credit Hours — 6)**

The thesis option is in lieu of the professional research project listed above.

Thesis hours may be included as elective hours within a student's program. The Thesis option requires the completion of thesis (problem development, data collection and analysis, write-up, and defense).

**Note(s):**SES 692 may be used for up to 6 hours of elective credit and is designed to assist students in gaining experience in the sport industry and/or to bridge the gap between theory and practice. To be eligible to register for SES 692, a student must have 1) a GPA of 3.0, 2) completed (or currently enrolled) five required courses, and 3) completed 20 graduate credits.

Students must see an advisor to develop a program matrix and research paper topic.

### **Thesis Option (Elective Credit Hours — 6)**

The Thesis option is in lieu of the professional research project option listed above.

Thesis hours may be included as elective hours within a student's program. The Thesis option requires the completion of an experimental research project (problem development, data collection and analysis, write-up, and defense).

Additional elective credits must have the approval of a program advisor (3)

**Note(s):**Students must also develop a program matrix under the supervision of an assigned program advisor.

**Endorsement:** By completing the Sport Pedagogy Emphasis: Physical Education Concentration, students fulfill the requirements for institutional recommendation for endorsement as a K-12 Physical Education teacher. Before such recommendation is made, however, students seeking endorsement must provide evidence of two or more years of teaching experience in elementary, middle or secondary school while holding a Type "A" teaching license or equivalent. (Contact the Colorado Department of Education for a complete list of requirements for endorsement.)

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## **Sport Pedagogy Emphasis**

### **Required Emphasis Credits — 12 hours**

SES 602 Introduction to Research in Sport and Exercise Science (3)

SES 603 Professional Development Seminar (3)

SES 680 Perspectives in Sport Pedagogy (3)

SES 688 Legal Aspects of Sport (3)

### **Select One Concentration Area — 9 hours**

1) *Physical Education concentration requirements (9 hours)*

SES 612 Assessment in Sport Pedagogy (3)

SES 614 Analysis of Teaching in Physical Education (3)

SES 640 Curriculum in Physical Education (3)

2) *Outdoor Education concentration requirements (9 hours)*

SES 612 Assessment in Sport Pedagogy (3)

SES 628 Adventure Education (3)

SES 631 Outdoor Education (3)

3) *Youth Development concentration requirements (9 hours)*

SES 605 Youth Development and Physical Activity (3)

SES 606 Scholarship in Youth Development (3)

Select one of the following courses with advisor approval:

SES 614 Analysis of Teaching in Physical Education (3)

SES 628 Adventure Education (3)

### **Elective Credits — 12 hours**

Select one course from a different concentration area (3)

Select one of the following options (6 hours)

### **Professional Research Project**

The writing and presentation of a research project satisfies the completion of the comprehensive exam.



## **THEATRE EDUCATION M.A.**

### **Theatre Educator Intensive**

#### **Degree Requirements — 36 Credits**

This focused program consists of two three-week summer institutes for eighteen (18) credits - 9 each year - one three (3) credit 500 level or above approved UNC or transferable theatre course; three (3) three-credit on-line courses spread out over two academic years (graduate transfer credits may also apply), and six (6) credits of thesis advisement for a total of thirty-six (36) credits spread out over the course of two academic years and two summer sessions.

#### **Required Courses — 33 credits**

THED 530 Theatrical Production: Costuming, Make-Up, Props (3)

THED 531 Theatrical Production: Lighting, Sound, and Scenic Design (3)

THED 540 Directing/Acting: Realism and Musical Theatre (3)

THED 541 Directing/Acting: Non-Realism/Period Styles (3)

THED 560 Innovative Strategies in Drama Education (3)

THED 561 Voice and Movement (3)

THED 600 Dramaturgy/Research Methodology (3)

THED 670 Advocacy, History and Philosophy of Theatre Education (3)

THED 680 Theatre Education Curriculum Development (3)

THED 690 Thesis I (3)

THED 699 Thesis II (3)

#### **Theatre Electives — 3 credits**

Approved 500 or 600 Level Theatre Course (3)

The Coordinator of the M.A. in Theatre Education: Theatre Educator Intensive program will assign each student an academic advisor and a graduate committee. The academic advisor will serve as the chair of the graduate committee.

It is recommended that students have a graduate committee review each semester. The student will submit a written report of the graduate review to the academic advisor and the Coordinator of the M.A. in Theatre Education: Theatre Educator Intensive program. The student assume responsibility for scheduling graduate reviews. Two unsuccessful graduate reviews will be considered grounds for termination of the program. In conjunction with THED 690 and 691, the student will prepare and submit a written thesis proposal. Prior to beginning work on the thesis, the thesis proposal must be approved by all members of the student's graduate committee.

A written research thesis is required of all Master of Arts degree candidates in the School of Theatre Arts and Dance. In conjunction with the required written research thesis, graduate students are required to direct a thesis production.

**Note(s):** Upon completion of the program, the student will be required to demonstrate competence in the designated area of concentration in accordance with approved school standards. The student's committee must approve the candidate for graduation.

## EDUCATIONAL SPECIALIST DEGREES

EBS

### EDUCATIONAL LEADERSHIP ED.S.

#### Degree Requirements — 30 Credits

See “Educational Leadership Ed.S.” on page 5.

#### Research — 3 hours

Select one of the following courses:

- SRM 602 Statistical Methods I (3)
- SRM 670 Evaluation: Models and Designs (3)
- SRM 680 Introduction to Qualitative Research (3)
- PSY 674 Measurement I: Educational Testing (3)

#### Educational Leadership Courses — 15 hours

ELPS or HESA Prefix Courses (15 hours)

#### Field-Based Learning — 3 hours

Select from among the following courses:

- ELPS 606 Internship (3)
- HESA 670 Internship in Higher Education and Student Affairs Leadership (6)
- HESA 675 Field Experience in Higher Education and Student Affairs Leadership (1-3)
- ELPS 695 Practicum in Educational Leadership (1-3)

#### Electives — 9 hours

Courses Fulfilling Professional Needs and Interests (9)

**Note(s):**Satisfactory performance on a concluding activity approved by division faculty, in accordance with Graduate School policy, must be demonstrated.

EBS

### SCHOOL PSYCHOLOGY ED.S.

#### Degree Requirements — 70 Credits

See “School Psychology Ed.S.” on page 4.

The Ed.S program is fully accredited by the National Association of School Psychologists.

See “School Psychology Admission Requirements” on page 70.

#### Required Major Credits — 73-87 hours

*Psychological and Educational Foundations (37 hours)*

- EDSE 616 Scientifically Based Literacy Interventions (3)
- EDSE 617 Mathematics and Content Area Learning for Students with Disabilities (3)
- PSY 530 Life Span Developmental Psychology (3)
- APCE 607 Theories of Counseling (3)
- APCE 638 Human Behavior Analysis (3)
- APCE 655 Social and Community Psychology (3)
- APCE 660 Psychological Consultation: Theory and Practice (3)
- APCE 667 Crisis Intervention in the Schools (2)
- APCE 672 Neuropsychologically-Based Interventions for Educational Difficulties (3)
- APCE 758 Advanced Psychopathology (3)
- APCE 763 Legal and Professional Foundations of School Psychology (4)
- APCE 781 Measurement and Evaluation of Psychological Services (4)

*Applied Practice in School Psychology (24 hours)*

- APCE 618 Practicum in Child, Adolescent, and Family Interventions (5)
- APCE 674 Assessment for Intervention: Cognitive and Academic (5)
- APCE 676 Assessment for Intervention: Infant and Toddler (3)
- APCE 678 Assessment for Intervention: Personality and Behavior (5)
- APCE 779 Practicum in School Psychology (3)

Select one of the following courses:

- APCE 681 Practicum in Consultation (3)
- APCE 738 Practicum in Evidenced-Based Interventions (3)

*Multicultural Understanding (3 hours)*

Select one of the following courses:

- APCE 565 Psychology of Prejudice (3)
- APCE 623 Counseling Diverse Populations (3)

*Supervised Field Work (6 hours)*

- APCE 789 Internship in School Psychology (1-8) (A minimum of 6 credits must be taken, 2 credits across three semesters.)

**Note(s):**A written comprehensive examination is a program requirement, and it is satisfied by successfully completing the National School Psychology Exam.



## DOCTORAL DEGREES

### **EBS** APPLIED STATISTICS AND RESEARCH METHODS PH.D.

#### Degree Requirements — 64 Credits

See “Applied Statistics and Research Methods Ph.D.” on page 4.

The Doctor of Philosophy degree program focus is on the application of statistical concepts, research design, and general research methodology to the solution of practical problems in a variety of disciplines including: education, mental health, business, and public health.

#### Master's en route to the Ph.D.

A student may apply for admission to the Ph.D. program in Applied Statistics and Research Methods and obtain the M.S. in Applied Statistics and Research Methods on the way to completion of the doctoral degree. The application process and admission criteria are the same as for the Ph.D. program. The student must complete all program requirements for the M.S. degree in addition to the minimum 64 hours required for the Ph.D. The student must be conferred with the M.S. degree prior to admission to doctoral candidacy.

#### Required Major Credits — 6 hours

SRM 689 Internship in Applied Statistics (3)

or

SRM 694 Practicum (3)

SRM 763 Apprenticeship (3)

#### Complete one of the following Concentration Areas:

##### Applied Statistics Concentration — 26 hours

SRM 606 Multiple Linear Regression Analysis (3)

SRM 607 Non-Parametric Statistics (3)

SRM 609 Sampling Methods (3)

SRM 635 Categorical Data Analysis (3)

SRM 645 Statistical Process Control (3)

SRM 731 Multivariate Analysis (3)

Elective Credits (8)

##### Research Methods Concentration — 26 hours

SRM 521 Statistical Computing with SPSS (1)

SRM 625 Applied Multiple Regression Analysis (3)

SRM 627 Survey Research Methods (3)

SRM 670 Evaluation: Models and Designs (3)

SRM 680 Introduction to Qualitative Research (3)

SRM 705 Advanced Issues in Research Methods (3)

Elective Credits (10)

#### Cognate Option

A student in the research methods concentration may elect to complete 15 semester hours within a cognate area in lieu of the elective credits requirement. These hours must be at the graduate level and approved by the student's advisor. The intent of the cognate is to equip the student in a substantive discipline within which the dissertation may be written.

Approved electives may be substituted for required courses completed during a Master's program.

#### Research Core — 16 hours

SRM 610 Statistical Methods III (3)

SRM 611 Advanced Statistical Data Analysis (3)

SRM 620 Advanced Statistical Programming (3)

SRM 650 Research and Statistics Colloquium (1) Take 4 hours (1 credit/term)

SRM 700 Advanced Research Methods (3)

#### Research Proposal/Dissertation — 16 hours

SRM 797 Doctoral Proposal Research (1-4) Take 4 hours

SRM 799 Doctoral Dissertation (1-12) Take 12 hours

#### Research Tools

All Ph.D. students must demonstrate competency in two acceptable research tools.

#### Deficiencies

Students who enter the doctoral program without a working knowledge of SAS programming must take SRM 520 early in their doctoral program.

### **NHS** AUDIOLOGY AU.D.

#### Degree Requirements — 127 Credits

See “Audiology Au.D.” on page 36.

#### Core Requirements — 52 hours

ASLS 555 Neuroanatomy and Neurophysiology of Communication (3)

ASLS 570 Rehabilitative Audiology (2)

ASLS 571 Speech and Hearing Science (4)

ASLS 572 Hearing Loss Prevention (3)

ASLS 573 Auditory Physiology (3)

ASLS 582 Educational Audiology (3)

ASLS 668 Cochlear Implants (3)

ASLS 671 Psychoacoustics (2)

ASLS 675 Differential Diagnosis of Auditory Problems (3)

ASLS 677 Medical Aspects of Audiology (3)

ASLS 678 Amplification I (3)

ASLS 685 Advanced Differential Diagnosis of Auditory Problems (3)

ASLS 688 Amplification II (3)

ASLS 771 Speech Perception and Advanced Signal Processing (2)

ASLS 774 Professional Issues in Audiology (3)

ASLS 775 Advanced Electro-diagnosis (3)

ASLS 782 Pediatric Audiology (3)

BIO 576 Pharmacology (3)

#### Teaching Requirements (2 hours)

ASLS 720 Supervised Teaching in Communication Disorders (2)

#### Clinical Practicum (12 hours)

ASLS 574 Clinical Practicum in Audiology (1)

ASLS 580 Practicum in Rehabilitative Audiology (1-2) 2 credits required

ASLS 594 Practicum and Advanced Topics in Audiology (1-6) 6 credits required

ASLS 483/583/584 (1-3) (if speech hours are needed)

#### Internships (16 hours)

ASLS 592 Internship in Public Schools (2-15)\*

ASLS 692 Internship in Medical Settings (2-16)

\*Eight semester hours of Internship in Public Schools (ASLS 592) are required to obtain licensure from the Colorado Department of Education for employment as an audiologist in the public schools.

#### Externship (27 hours)

ASLS 792 Externship in Audiology (3-12)

Students are expected to complete ASLS 792, Clinical Residency, in three semesters of nine credits each.

#### Elective Courses (3 hours)

Students will choose at least 3 credits from courses approved by the program advisor. Electives will be chosen to supplement specialized career needs. For example, some students may elect to become more proficient in American Sign Language; others who desire a medical emphasis may elect to take additional courses in genetics or pharmacology.

#### Research Courses (15 hours)

ASLS 515 Foundations of Research and Writing (1)

ASLS 615 Research in Audiology and Speech-Language Pathology (1-4) 4 credits required

ASLS 715 Applied Research in Audiology (1-4) 4 credits required

SRM 602 Statistical Methods I (3)

SRM 603 Statistical Methods II (3)



## BIOLOGICAL EDUCATION PH.D.

### Degree Requirements — 64 Credits

See "Biological Education Ph.D." on page 31.

#### Master's en route to the Ph.D.

Students admitted to the Ph.D. program in Biological Education may complete a thesis master's degree in Biology en route to completion of the doctoral degree. A request for a simultaneous master's degree in a discipline other than Biology will not be accepted. The student, in collaboration with the student's advisor, will develop a dual plan of study that includes clearly distinct master's and doctoral requirements. The student will be required to meet all of the requirements of both the master's and the doctoral degrees. The student must graduate from the master's degree program a minimum of one semester prior to conferring of the doctoral degree. The maximum time allowed for completion of the doctorate is eight calendar years beginning with the students' first semester of enrollment after admission has been granted.

#### Pedagogical Elective Credits — 9-10 hours

- SCED 555 Science Education for Adults and Communities (3)
- SCED 678 Science Education Seminar (1-2)
- SCED 680 Science Curricula in Secondary/College Settings (3)
- ET 502 Instructional Design (3)
- PSY 540 Theories and Principles of Learning (3)
- PSY 575 Educational Assessment (3)
- PSY 654 Seminar in College Teaching (3)
- PSY 674 Measurement I: Educational Testing (3)
- PSY 675 Measurement II: Advanced Techniques (3)
- PSY 681 Cognition and Instruction I (3)

#### Content Elective Credits — 21-22 hours

##### Basic Electives — 8 hrs-maximum

- BIO 525 Molecular Genetics (3)
- BIO 530 Plant Systematics (4)
- BIO 533 General Parasitology (4)
- BIO 534 Mammalogy (4)
- BIO 535 Survey of Fishes, Amphibians and Reptiles (4)
- BIO 537 Morphogenesis of Algae and Fungi (4)
- BIO 540 Anatomy and Morphogenesis of Plants (4)
- BIO 550 Cell Physiology (4)
- BIO 554 General Plant Physiology (4)
- BIO 566 Animal Physiological Ecology (3)
- BIO 567 Animal Physiological Ecology Laboratory (1)
- BIO 576 Pharmacology (3)

**Note(s):** All of the above courses are double-numbered.

##### Advanced Electives (13-14 hours — minimum)

- BIO 512 TA Development Seminar (1)
- BIO 521 Advanced Genetics (3)
- BIO 524 Genomics (3)
- BIO 527 Bioinformatics (3)
- BIO 544 Comparative Vertebrate Adaptations (4)
- BIO 547 Immunology and Disease (4)
- BIO 548 Virology (3)
- BIO 549 Virology Laboratory (1)
- BIO 552 Mammalian Physiology I (3)
- BIO 553 Mammalian Physiology II (3)
- BIO 555 Reproductive and Developmental Biology (3)
- BIO 556 Current Topics in Biomedical Research (2)
- BIO 557 Mammalian Physiology I Laboratory (1)
- BIO 558 Mammalian Physiology II Laboratory (1)
- BIO 560 Behavioral Ecology (4)
- BIO 561 Plant Ecology (4)
- BIO 563 Animal Communication (4)
- BIO 569 Conceptual Issues in Evolution (2)
- BIO 570 Coevolution in Ecological Systems (3)
- BIO 572 Species and Speciation (2)
- BIO 580 Mammalian Endocrinology (3)
- BIO 581 Neurobiology (3)
- BIO 591 Biology Roundtable (1)
- BIO 691 Seminar in Biological Sciences (1)

#### Research Core — 17-18 hours

- BIO 691 Seminar in Biological Sciences (1) Take 4 hours
- BIO 792 Doctoral Supervised Teaching (4)

- SRM 502 Applied Statistics (4)
- SRM 700 Advanced Research Methods (3)

Select one of the following two courses:

- BIO 594 Foundations of Biological Research (2)
- SCED 694 Science Education Research (3)

#### Research Proposal/Dissertation — 16 hours

- BIO 797 Doctoral Research Proposal (4)
- BIO 799 Doctoral Dissertation (12)

#### Research Tools

All Ph.D. students must demonstrate competency in two acceptable research tools.

**Note(s):** Students must complete a minimum of 50 semester hours in biological science of combined undergraduate and graduate courses.

SRM 502 and SRM 700 may be waived depending on course background of the student.



## CHEMICAL EDUCATION PH.D.

### Degree Requirements — 64 Credits

See "Chemical Education Ph.D." on page 33.

Students must meet a physical chemistry requirement if not previously taken. CHEM 551, CHEM 552, CHEM 453 and CHEM 454 may be taken to meet this requirement.

### Chemistry Component — minimum 12 hours

- CHEM 522 Advanced Analytical Chemistry (3)
- CHEM 523 Chemical Spectroscopy (3)
- CHEM 533 Organic Synthesis and Stereochemistry (3)
- CHEM 534 Theory and Mechanisms of Organic Reactions (3)
- CHEM 543 Organometallic Chemistry (3)
- CHEM 556 Physical Chemistry of Atomic and Microscopic Systems (3)a
- CHEM 557 Physical Chemistry of Macroscopic Systems (3)
- CHEM 560 Environmental Chemistry (2)
- CHEM 581 General Biochemistry I (4)
- CHEM 582 General Biochemistry II (4)
- CHEM 587 Toxicology (3)
- CHEM 590 Advanced Topics in Chemistry (3)
- CHEM 622 Directed Studies (1-3)

### Pedagogy Component Required — minimum 7 hours

- CHEM 682 Problems in Teaching Chemistry (3)
- CHEM 755 Supervised Practicum in College Teaching (1-6)

#### Electives

- PSY 540 Theories and Principles of Learning (3)
- PSY 674 Measurement I: Educational Testing (3)
- PSY 675 Measurement II: Advanced Techniques (3)
- PSY 682 Cognition and Instruction II (3)
- SCED 678 Science Education Seminar (1-2)
- SCED 680 Science Curricula in Secondary/College Settings (3)
- SRM 670 Evaluation: Models and Designs (3)
- SRM 770 Evaluation: Advanced Methods (3)
- ET 502 Instructional Design (3)
- ET 503 Computers in Education (3)
- ET 602 Performance Technology for Instructional Environments (3)
- ET 627 Design of Games and Simulations (3)
- ET 702 Instructional Design Theory and Research (3)

### Research Core — 13 hours (minimum)

- CHEM 600 Seminar in Chemistry (1)
- CHEM 693 Chemical Research (1-10)
- SCED 694 Science Education Research (3)
- SRM 610 Statistical Methods III (3)
- CHEM 793 Doctoral Research Practicum-Chemistry (1-4)

Select one of the following courses:

- SRM 502 Applied Statistics (4)
- SRM 603 Statistical Methods II (3)

Additional electives as stipulated in Plan of Study:

- CHEM 793 Doctoral Research Practicum-Chemistry (1-4)
- SRM 731 Multivariate Analysis (3)
- SRM 670 Evaluation: Models and Designs (3)
- SRM 770 Evaluation: Advanced Methods (3)
- SRM 680 Introduction to Qualitative Research (3)
- SRM 700 Advanced Research Methods (3)

Advanced research methods - select one of the following courses:

- SRM 700 Advanced Research Methods (3)
- SCED 694 Science Education Research (3)

### Research Proposal/Dissertation — 16 hours

- CHEM 797 Doctoral Research Proposal-Chemistry (4)
- CHEM 799 Doctoral Dissertation - Chemistry (12)

### Research Tools

Students must demonstrate research skills in areas pertinent to the dissertation research topic. The student's competence in these skills will be assessed by the student's dissertation committee members.

The skills may include statistical analysis, analytical instrument operation, background and experience in both field-based and quantitative studies in chemical education research, current technology in education and collateral fields of study such as mathematics, computer science, biology and physics. Courses which are recommended to assist in the

development of these skills include SCED 694, SRM 610 and either SRM 502 or SRM 603, Chemistry and Biochemistry-approved courses in one or more of the following areas: educational technology, statistics and chemistry/chemical education research (CHEM 693, CHEM 693, or CHEM 793), and collateral fields of study (computer science, mathematics, biology and physics).

**Note(s):** Students without a bachelor's degree in chemistry must complete original research projects in chemistry and chemical education. One project must be equivalent to a master's project and written in thesis format and the other will be written and defended as the candidate's doctoral dissertation.

All students must complete courses in a minimum of three areas of chemistry (analytical, biological, inorganic, organic or physical). One course in biochemistry is required if not previously taken.

Students without a master's degree in chemistry must complete 24 hours in the Chemistry component, 16 hours in the pedagogy component, and a minimum of 38 hours in the Research Component (all required hours and electives).

Students will select sufficient electives to complete the degree program. Additional electives in the Research, Pedagogy or Chemistry Components may be selected; electives in supporting sciences, mathematics, computer science, and education are also recommended. All electives will be selected in consultation with the student's graduate committee.

All students must pass written and oral comprehensive examinations in chemical education and in two of the five chemistry content areas (analytical, biological, inorganic, organic, or physical).

All students will demonstrate competence in the research aspects of both basic chemistry and chemical education by completing original research projects in chemistry and chemical education. One project must be equivalent to a master's project and written in thesis format and the other will be written and defended as the candidate's doctoral dissertation.

For students who have written and defended a thesis as part of a master's degree, the thesis, if approved by the candidate's graduate committee, will substitute for the appropriate research requirement.

All students will write a scholarly paper and submit it for publication in a refereed journal as a requirement for this degree.

**Qualifier Examinations.** Each student must pass qualifying examinations in three of five areas selected from chemistry content (analytical, biological, inorganic, organic or physical chemistry). Students will have two opportunities to pass each area exam. Qualifier examinations are scheduled during the week preceding the beginning of classes each semester. If an examination is failed, the requirement may be satisfied by completing designated undergraduate coursework in the appropriate subdiscipline with a minimum grade of "B."



## COUNSELING PSYCHOLOGY PSY.D.

### Degree Requirements — 89-141 Credits\*

See "Counseling Psychology Psy.D." on page 3.

Accredited by the American Psychological Association. For more information regarding program accreditation, contact the APA's Office of Program Consultation and Accreditation, 750 1st Street NE, Washington, DC 20002-4242 or at (202)336-5979 or at [www.apa.org/ed/accreditation/](http://www.apa.org/ed/accreditation/).

### Required Major Credits — 89-141 hours

#### Introductory Core Required — 26 hours

- SRM 600 Introduction to Graduate Research (3)
- APCE 558 Abnormal Psychology (3)
- APCE 605 Group Laboratory Experience (1)
- APCE 607 Theories of Counseling (3)
- APCE 612 Practicum in Individual Counseling (5)
- APCE 662 Group Dynamics and Facilitation (3)
- APCE 665 Family Systems (3)
- APCE 669 Advanced Methods: Couples and Family Therapy (3)
- APCE 670 Psychological Testing and Measurement (2)

#### Counseling Psychology Core — 7 hours

- PSY 530 Life Span Developmental Psychology (3)
- APCE 616 Career Theory, Counseling and Assessment (3)
- APCE 701 Professional Development Seminar in Counseling Psychology (1)

#### Practica Required — 24 hours

- APCE 694 Practicum in Couples and Family Therapy (4)
- APCE 702 Practicum in Counseling (4)
- APCE 712 Advanced Practicum in Individual Counseling (4)
- APCE 714 Practicum in Supervision of Counseling (3)
- APCE 715 Seminar in Counselor Supervision and Theory (2)
- APCE 762 Practicum in Group Facilitation (4)
- APCE 793 Psychological Services Clinic I (1)
- APCE 794 Psychological Services Clinic II (2)

#### Suggested Electives

- APCE 617 Play Therapy: Theory and Practicum (3)
- APCE 713 Practicum in Supervision of Play Therapy (3)
- APCE 773 Practicum in Supervision of Group Facilitation (3)
- APCE 774 Practicum in Supervision of Family Therapy (3)

#### Assessment Core Required — 10 hours

- APCE 674 Assessment for Intervention: Cognitive and Academic (5)
- APCE 678 Assessment for Intervention: Personality and Behavior (5)

#### Suggested Elective

- APCE 782 Introduction to Rorschach Administration and Scoring (2)

#### Licensing Core — 24 hours

- APCE 657 Legal and Ethical Aspects of Counseling and Psychology (3)
- APCE 707 Seminar in Personality and Counseling Theories (3)
- APCE 758 Advanced Psychopathology (3)
- PSY 540 Theories and Principles of Learning (3)
- PSY 590 Seminar in History and Systems (3)

#### Select one of the following courses:

- PSY 625 Principles of Neuropsychology (3)
- APCE 777 Applied Neuropsychology (3)

#### Select one of the following courses:

- APCE 655 Social and Community Psychology (3)
- PSY 664 Advanced Social Psychology (3)

#### Select one of the following courses:

- APCE 565 Psychology of Prejudice (3)
- APCE 623 Counseling Diverse Populations (3)

#### Internship - 3 hours

- APCE 791 Internship in Counseling Psychology (1-5)

#### Research Core — 15 hours

- SRM 602 Statistical Methods I (3)
- SRM 603 Statistical Methods II (3)
- SRM 700 Advanced Research Methods (3)
- APCE 733 Research Apprenticeship (1) Take 2 hours.
- APCE 781 Measurement and Evaluation of Psychological Services (4)

#### Research Proposal/Dissertation — 16 hours

- APCE 797 Doctoral Proposal Research (4)
- APCE 799 Doctoral Dissertation (12)

**Note(s):** \*A student entering with previously completed graduate coursework equivalent to coursework required for the Psy.D. degree may have course(s) waived with advisor consent and may significantly reduce the total number of hours required to complete the program. A plan of study for the degree must contain a **minimum of 72 hours** of coursework in addition to doctoral research (16) and internship hours (3-18).

In addition to formal course requirements, students are required to successfully complete a doctoral comprehensive examination, a dissertation and a one-year, 2000-hour internship.





## COUNSELOR EDUCATION AND SUPERVISION PH.D.

### Degree Requirements — 89-101\* Credits

See “Counselor Education and Supervision Ph.D.” on page 3.

### Required Major Credits — 40-46 hours

#### *Counseling Core (12 hours)*

- APCE 702 Practicum in Counseling (4)
- APCE 712 Advanced Practicum in Individual Counseling (4)
- APCE 762 Practicum in Group Facilitation (4)

#### *Supervision Core (8 hours)*

- APCE 714 Practicum in Supervision of Counseling (6)
- APCE 715 Seminar in Counselor Supervision and Theory (2)

#### *Theory and Instruction Core (17-23 hours)*

- APCE 660 Psychological Consultation: Theory and Practice (3)
- APCE 703 Professional Development Seminar in Counselor Education (1) **Must be taken twice.**
- APCE 710 Seminar in Instruction, Pedagogy, and Evaluation in Counseling and Psychology (3)
- APCE 746 Seminar: Advanced Career Counseling, Theory and Assessment (3)
- APCE 792 Internship in Counselor Education and Supervision (1-6) Take 6-12 hours

#### *Special Populations (3 hours)*

- APCE 623 Counseling Diverse Populations (3)

### Interest Areas (Select One) — 15-21 hours minimum

#### *Marriage and Family (19 hours)*

- APCE 603 Counseling Children and Adolescents (3)
- APCE 668 Sexuality Counseling (3)
- APCE 669 Advanced Methods: Couples and Family Therapy (3)
- APCE 694 Practicum in Couples and Family Therapy (4)
- APCE 695 Seminar: Contemporary Issues in Couples and Family Therapy (3)
- APCE 774 Practicum in Supervision of Family Therapy (3)

#### *Children and Adolescents (18 hours)*

- PSY 630 Advanced Child and Adolescent Psychology (3)
- APCE 603 Counseling Children and Adolescents (3)
- APCE 617 Play Therapy: Theory and Practicum (3)
- APCE 654 Child Abuse and Neglect (3)
- APCE 713 Practicum in Supervision of Play Therapy (3)

#### *School Counseling (21 hours)*

- APCE 602 Foundations of School Counseling (3)
- APCE 603 Counseling Children and Adolescents (3)
- APCE 608 Organization, Administration and Evaluation of School Counseling Programs (3)
- APCE 614 Internship in School Counseling and Guidance (1-9) Take 6 hours
- APCE 654 Child Abuse and Neglect (3)
- APCE 748 Instruction, Supervision and Leadership in School Counseling (3)

#### *Gerontological Counseling (15 hours)*

- GERO 560 Community Resources for the Elderly (3)
- GERO 625 Psychosocial Aspects of Aging (3)
- GERO 635 Social Policies of Aging (3)
- GERO 640 Health Aspects of Gerontology (3)
- APCE 668 Sexuality Counseling (3)

### Research Core — 3 hours

- SRM 700 Advanced Research Methods (3)
- (Additional six hours under Research Tool 2.)

### Research Proposal/Dissertation — 16 hours

- APCE 797 Doctoral Proposal Research (4)
- APCE 799 Doctoral Dissertation (12)

### Research Tools — 15 hours

#### *Research Tool 1: Applied Statistics*

- SRM 602 Statistical Methods I (3)
- SRM 603 Statistical Methods II (3)
- SRM 610 Statistical Methods III (3)

#### *Research Tool 2: Applied Research*

- SRM 680 Introduction to Qualitative Research (3)
- APCE 716 Research Seminar in Counselor Education (3)

**Note(s):** Students will submit a proposal to present at least one time at a juried state, regional, national or international conference. This presentation can be done alone, with faculty, or with peers. Students must submit a copy of the presentation proposal for their files. Accepted presentations: students must

submit a copy of the letter of proposal acceptance and copies of presentation handouts. It is highly recommended that students have manuscripts published, in press, and/or in submission prior to graduation, and that students have been involved in grant writing as a part of their education.

Students who write a qualitative dissertation will be asked to complete one additional course in qualitative methodology.

\*A student entering with previously completed graduate coursework equivalent to coursework required for the Ph.D. degree may have course(s) waived with advisor consent. A plan of study for the degree must contain a minimum of 67 hours of coursework in addition to proposal, dissertation and internship hours (minimum of 89 hours). All students are required to complete all of the courses listed below; most students have already completed some of these hours in their M.A. program.

This program is accredited by the Council for Accreditation of Counseling and Related Educational Programs.



## EDUCATIONAL LEADERSHIP ED.D.

### **Degree Requirements — 64 Credits**

See "Educational Leadership Ed.D." on page 6.

### **Educational Leadership Core — 21 hours**

- ELPS 751 Doctoral Core I (6)
- ELPS 752 Doctoral Core II (6)
- ELPS 608 Issues in Educational Leadership: Implications for Practice (3)
- ELPS 666 Planning and Change in Education (3)
- ELPS 667 Leadership at the District Level (3)

### **Specialization Area — 9 hours**

Coursework that relates directly to goals as educational leaders (e.g. building level leadership, central office leadership, special education, educational technology).

### **Field Based Learning — 6 hours**

Select one or both of the following courses:

- ELPS 606 Internship in Educational Leadership (3-6)
- ELPS 695 Practicum in Educational Leadership (3-6)

### **Research Core — 12 hours minimum**

- SRM 602 Statistical Methods I (3)
- ELPS 754 Research in Educational Leadership (3)

Select research electives from the following courses (or equivalents approved by the doctoral committee) (6 hours):

- PSY 674 Measurement I: Educational Testing (3)
- SRM 603 Statistical Methods II (3)
- SRM 670 Evaluation: Models and Designs (3)
- SRM 680 Introduction to Qualitative Research (3)
- SRM 700 Advanced Research Methods (3)

### **Research Proposal/Dissertation — 16 hours**

- ELPS 797 Doctoral Proposal Research (4)
- ELPS 799 Doctoral Dissertation (12)

### **Deficiencies or Additional Elective Courses**

- ELPS 650 School Finance and Budgeting (3)
- ELPS 651 School Business Management (3)
- ELPS 654 Instructional Leadership and Supervision (3)
- ELPS 660 Law and the Administrator (3)
- ELPS 662 Design and Delivery of Professional Development (3)
- ELPS 665 Policy Analysis and Development (3)
- ELPS 670 The Principalsip: Leadership at the School Site Level (3)



## EDUCATIONAL MATHEMATICS PH.D.

### Degree Requirements — 71 Credits

See “Educational Mathematics Ph.D.” on page 40.

### Master’s Degree en route to the Ph.D.

Students may apply for admission to the Ph.D. in Educational Mathematics and complete their M.A. in Mathematics with either a Liberal Arts Emphasis or Teaching Emphasis on the way to completion of the doctoral program. Once admitted, the student will work closely with their academic advisor to develop a Plan of Study that meets both M.A. and Ph.D. program requirements. Students must complete all program requirements for the M.A. in addition to the hours required for the Ph.D. Students must be conferred with the M.A. degree prior to admission to doctoral candidacy.

### Ph.D. Requirements

#### Mathematics Content Core — 27 semester hours

##### A. Required Courses - 12 hours

MATH 609 Abstract Algebra I (3)  
MATH 623 Abstract Algebra II (3)  
MATH 632 Complex Variables (3)  
MATH 635 Real Analysis (3)

##### B. Minimum of 15 hours chosen from the following courses:

MATH 622 Directed Studies (1-4)  
MATH 633 Geometric Analysis (3)  
MATH 644 Differential Geometry (3)  
MATH 664 Difference Equations and Chaos (3)  
MATH 678 Mathematical Logic (3)  
MATH 691 Number Theory (3)  
MATH 695 Special Topics (3)  
MATH 700 Advanced Seminar (2)  
MATH 727 Representation Theory (3)  
MATH 728 Topics in Discrete Mathematics (3)  
MATH 736 Real Analysis II (3)

At most, two courses may be included from the following: (The two courses may both come from Category I but at most one course can be from Category II.)

##### Category I

MATH 525 Linear Algebra I (3)  
MATH 532 Basic Analysis II (4)  
MATH 540 Introduction to Topology (3)

##### Category II

MATH 528 Discrete Mathematics (3)  
MATH 529 Mathematical Problem Solving (3)  
MATH 531 Basic Analysis I (4)  
MATH 543 Modern Geometry (3)  
MATH 560 Introductory Complex Variables (3)

#### Research Core — 12 hours

MED 610 Survey of Research in Mathematics Education (3)  
MED 700 Cognitive Processes in Mathematics (3)  
MED 701 Educational Mathematics Research (3)  
MED 702 Qualitative Research in Mathematics Education (3)

#### Educational Core — 10 hours (minimum)

##### A. Required Courses (4 hours)

MED 703 Teaching and Learning K-12 Mathematics (3)  
MED 710 Seminar in Post-Secondary Mathematics Teaching (1)

##### B. Elective Courses (6 hours) (Advisor must approve courses)

MED 622 Directed Studies (1-3)  
MED 630 Technology in Mathematics Education (2)  
MED 673 Teaching and Learning Mathematics on the Elementary Level (3)  
MED 674 Teaching and Learning Mathematics on the Secondary Level (3)  
MED 675 Teaching and Learning Mathematics on the Post-Secondary Level (3)  
MED 678 Special Topics (2-3)  
MED 750 History and Philosophy of Mathematics Education (3)

#### Research Proposal/Dissertation — 16 hours

MATH 797 Doctoral Proposal Research (1-4) (Take 4 hours)  
MATH 799 Doctoral Dissertation (1-12) (Take 12 hours)

### Additional Electives — 6 hours

Electives in this category can include any approved 600 or 700 level courses or any two approved additional 500 level courses. Courses taken for the two research tools may be counted for these electives. A student must complete research tool "option A" and may select any one of the remaining four options.

### Research Tools

#### A. Applied Statistics and Research Methods

SRM 502 Applied Statistics (4) (or approved equivalent)

MED 701 Educational Mathematics Research (3)

SRM 608 Experimental Design (3) (or approved equivalent)

or

SRM 610 Statistical Methods III (3)

Select One Additional Tool (0-3 hours)

B. Qualitative Research Methods. Student's doctoral committee will approve a combination of coursework (including at least SRM 680 and MED 702) and experience (evaluated by the committee) to appropriately support the student's proposed dissertation research.

C. Collateral Field. Contact the graduate coordinator for a detailed list of approved courses in cognition, instruction, measurement and evaluation, psychology and human development and curricula.

D. Computer Science. Student's doctoral committee will approve and evaluate a combination of advanced computer experience, proficiency and/or coursework only if relevant to the proposed dissertation research.

E. Foreign Language. Student's doctoral committee will approve and evaluate a combination of foreign language experience, proficiency and/or coursework only if relevant to the proposed dissertation research.

**Note(s):** Electives must have the approval of the student's advisor and doctoral committee.

MED 701 may be used as a substitute for the Graduate School's SRM 700 requirement. MED 710 is normally taken in the first year of the program.

The comprehensive examination consists of two parts: mathematics and mathematics education. The mathematics portion of the comprehensive examination will consist of a four-hour examination over either: a) the Math 635, Math 632 sequence or b) the MATH 609, MATH 623 sequence. The mathematics education portion will consist of a four-hour examination over the material in the research core (MED 610, MED 700, MED 701 and MED 702) and a list of required readings. The oral examination will be given upon successful completion of the written examination and will cover the entire program of the candidate.

Students must receive a grade of “B” or better in both courses of the required mathematics sequence over which they do NOT take the comprehensive examination. A student who does not receive at least a “B” may, in lieu of repeating the course, elect to take an examination over that sequence.

A student in this program is required to write a scholarly dissertation. Dissertation topics may range from mathematics with pedagogical applications to topics in educational mathematics such as cognitive processes, educational reform and instructional issues.



## EDUCATIONAL PSYCHOLOGY PH.D.

### Degree Requirements — 67 Credits

See “Educational Psychology Ph.D.” on page 8.

All students complete course work in the areas of Human Development, Learning and Cognition, and Measurement and Assessment. Students declare an emphasis in any one of these three areas, and the comprehensive examination and dissertation are in that area. Students may further specialize in their emphasis area through additional electives such as Apprenticeships, Practica, Directed Studies, as well as research and teaching assistantships.

### Learning and Cognition — 9 credits (take 3 of the following):

*Available Emphasis Area*

- PSY 635 Individual Differences in Cognition (3)
- PSY 681 Cognition and Instruction I (3)
- PSY 682 Cognition and Instruction II (3)
- PSY 685 Advanced Seminar in Learning and Cognition (3)

### Human Development — 9 credits

*Available Emphasis Area*

- PSY 630 Advanced Child and Adolescent Psychology (3)
- PSY 680 Neuroscience Seminar (3)
- PSY 684 Advanced Seminar in Human Development (3)

### Measurement and Assessment — 9 credits; (Research Tool I)

*Available Emphasis Area*

- PSY 575 Educational Assessment (3)
- PSY 675 Measurement II: Advanced Techniques (3)
- PSY 686 Advanced Seminar in Measurement and Assessment (3)

### Professional Applications — 6 credits

- PSY 654 Seminar in College Teaching (3)
- PSY 661 Trends and Issues in Educational Psychology (3)

### Research Core — 18 credits; (Research Tool II\*)

- SRM 603 Statistical Methods II (3)\*
- SRM 610 Statistical Methods III (3)\*
- SRM 700 Advanced Research Methods (3)
- SRM 680 Introduction to Qualitative Research (3)

Two electives, to be chosen in consultation with the advisor, including but not limited to, courses in qualitative methods (such as ethnography or case study methods), quantitative methods (such as regression analysis or multivariate analysis), or program evaluation.

**Note(s):** \*Substitutions for Research Tool II courses may be made with the consent of the advisor.

### Research Proposal/Dissertation — 16 credits

- EPSY 797 Doctoral Proposal Research (4)
- EPSY 799 Doctoral Dissertation (12)

### Comprehensive Exams

Doctoral students take comprehensive examinations when they have fulfilled the requirements of the graduate school and are considered prepared by their advisor. Specific procedures for written comprehensives and oral defense of the comprehensives are available from the program office.

### Research Tools

Ph.D. students in Educational Psychology must demonstrate competency in two research tools, as required by the UNC Graduate School. Those tools, as indicated above, are measurement and assessment and research methods.

### Deficiencies

Upon entrance to the Ph.D. program, a candidate must be able to satisfy the core course requirements (or the equivalent) for the M.A. degree in education psychology, or must take additional courses to meet those requirements. Doctoral program courses may have prerequisites that necessitate a student's program credits to be above the 67-credit minimum.

### Master's Degree en route to the Ph.D.

Students may apply for admission to the Ph.D. in Education Psychology and complete their M.A. in Education Psychology on the way to the doctoral degree. The application process and the admission criteria are the same as for the Ph.D. program. Once admitted, students will complete the 30-credit MA program described on page 8. Students must complete all program requirements (including Comprehensive Examination) for the M.A. in addition to the minimum 67 credit hours required for the Ph.D. Students must be conferred with the M.A. degree prior to admission to doctoral candidacy.





## EDUCATIONAL STUDIES ED.D.

### Degree Requirements — 64 Credits

See "Educational Studies Ed.D." on page 11.

#### Educational Studies Core — 12 hours

EDF 662 Foundations of Curriculum Development & Instructional Practice (3)  
 EDF 670 Introduction of Research Literature (3)  
 EDF 685 Philosophical Foundations of Education (3)  
 EDF 700 Implementation & Evaluation of Curriculum (3)  
 or  
 EDF 790 Supervised Practicum in Professional Teacher Preparation (3)

#### Research Core — 12 hours

*(Coursework completed previously may be substituted for related research courses, within limits allowed by Graduate School)*

SRM 602 Statistical Methods I (3)  
 SRM 680 Introduction to Qualitative Research (3)

#### Qualitative Strand

SRM 685 Educational Ethnography (3)  
 and  
 EDF 601 Discourse Analysis in Language and Literacy Research (3)

#### Quantitative Strand

SRM 603 Statistical Methods II (3)  
 and  
 SRM 700 Advanced Research Methods (3)

### Candidates complete one cognate — 24 hours

A cognate must be multidisciplinary oriented. Candidates will design the cognate with the assistance of their program advisor.

#### Sample cognates:

Curriculum Studies in Secondary Education Settings  
 Curriculum Studies in Elementary Education Settings  
 Reading  
 Social Foundations of Education  
 Assessment  
 Bilingual, Multicultural, and ESL Education  
 Educational Reform  
 Educational Psychology  
 Educational Technology  
 Higher Education and Student Affairs Leadership  
 Educational Leadership  
 Sport Pedagogy

### Dissertation — 16 hours

EDF 797 Doctoral Proposal Research (1-4)  
 EDF 799 Doctoral Dissertation (1-12) Take 12 hours

### Other program requirements

1. Scholarly paper requirement: All doctoral students in this program will be required to complete and submit one publishable paper, prior to completing comprehensive examinations. Other research endeavors prior to the dissertation are encouraged.
2. Applicants for this degree must be evaluated by the School of Teacher Education and the Graduate School. This is a limited enrollment program. The applicant's faculty advisor will determine the graduate applicants' program of study. A minimum of 64 credit hours is required for the completion of this degree. The extent of an individual's program will be dependent upon previous college work and/or professional experience.



## EDUCATIONAL TECHNOLOGY PH.D.

### Degree Requirements — 67-76 Credits

See “Educational Technology Ph.D.” on page 7

### Required Major Credits — 30 hours

- ET 615 Distance Education: Theories and Practice (3)
- ET 617 Development of Online Applications (3)
- ET 627 Design of Games and Simulations (3)
- ET 628 Design of Multimedia Learning Environments (3)
- ET 650 Case Studies in Performance and Instructional Technology (3)
- ET 702 Instructional Design Theory and Research (3)
- ET 782 Doctoral Seminar in Educational Technology I (3)
- ET 784 Doctoral Seminar in Educational Technology II (3)
- ET 692 Internship (3)

or

- ET 693 Practicum (1-3) Take 3 hours
- PSY 682 Cognition and Instruction II (3)

### Elective Courses — 9 hours

General Electives (9)

### Research Core — 12 hours

- SRM 602 Statistical Methods I (3)
- SRM 603 Statistical Methods II (3)
- SRM 680 Introduction to Qualitative Research (3)
- SRM 700 Advanced Research Methods (3)

### Research Proposal/Dissertation — 16 hours

- ET 797 Doctoral Proposal Seminar (1-4) Take 4 hours
- ET 797 Doctoral Proposal Seminar (1-4) Take 12 hours

### Research Tools — 0- 9 hours

Doctoral students in educational technology must demonstrate competency in two out of the four research tools listed below:

1. Research Design/Applied Statistics/Quantitative/Qualitative Methods: Students must complete the 12 semester hours (excluding ET 797) in research methodology courses with an overall GPA of 3.0 or better.
2. Computer Applications — Students must complete a minimum of 9 semester hours in graduate courses relating to computer use with grades of “A” or “B.” (3.0 GPA or higher).

or

A student can develop and demonstrate a computer program written to meet a specific application in education. This program will be judged as “acceptable” or “unacceptable” by the student's doctoral committee.

3. Evaluation — Students must complete a minimum of 9 semester hours in evaluation courses with grades of “A” or “B” (3.0 GPA or higher).
4. Foreign Language — Students must pass the Educational Testing Service or other faculty approved examination in any major modern foreign language with a score at the 50th percentile or higher.

### Deficiencies

Since the program of study builds upon the requirements for the M.A. degree in educational technology, students must have taken comparable coursework to satisfy the educational technology core requirements of the UNC M.A. degree in educational technology or must take these courses as electives in the doctoral program. All doctoral students must complete the common educational technology core, the research methodology core, and specialize in at least one of the four concentration areas.

### Master's Degree en Route to the Ph.D.

Students may apply for admission to the Ph.D. in Educational Technology and complete their M.A. in Educational Technology or School Library Education on the way to completion of the doctoral degree. The application process and the admission criteria are the same as for the Ph.D. program. Once admitted, the student will work closely with their academic advisor to develop a Plan of Study that meets both M.A. and Ph.D. program requirements. Students must complete all program requirements (including comprehensive examination) for the M.A. in addition to the

minimum 67 hours required for the Ph.D. Students must be conferred with the M.A. degree prior to admission to doctoral candidacy.

### Program and Graduation Requirements

Once admitted to a program, students must maintain a satisfactory grade point average of 3.2. The student must complete a minimum of two consecutive semesters as a full-time student (9 semester hours) and be registered for resident credit offered on-campus and applicable to the doctoral degree. A minimum of 67 semester hours beyond the master's degree is required for the doctorate in educational technology.

Students will receive an annual letter of progress providing feedback regarding their individual progress toward completion of their doctoral program. Each doctoral student must pass a written and oral comprehensive examination and portfolio review for the degree. This examination cannot be taken until the student has completed the residency requirement and at least 36 semester hours beyond the master's degree with a grade point average of 3.2 or higher.

The oral examination may include questions from any part of the student's program and is designed to test the student's understanding of the field of educational technology. The dissertation research advisor and the research committee for the dissertation are appointed after the student has passed both written and oral comprehensive examinations. The dissertation proposal and dissertation are completed under the supervision of the research advisor and research committee.



## HIGHER EDUCATION AND STUDENT AFFAIRS LEADERSHIP PH.D.

### Degree Requirements — 64 Credits

See “Higher Education and Student Affairs Leadership Ph.D.” on page 6.

### Required Major Credits — 18 hours

HESA 760 Theoretical and Philosophical Foundations of Higher Education and Student Affairs Leadership (3)  
 HESA 780 Worldviews & Research Methods for Scholar Leaders (3)

Select 12 credits from the following, in consultation with advisor and committee:

- HESA 611 Groups, Teams, and Organizations in Higher Education and Student Affairs (3)
- HESA 650 College Student Development: Foundational Theory (3)
- HESA 655 Multiculturalism in Higher Education and Student Affairs Leadership (3)
- HESA 671 Introduction to Leadership in Higher Education and Student Affairs Leadership (3)
- HESA 711 Organizations and Change in Higher Education and Student Affairs Leadership (3)
- HESA 751 Advanced College Student Development: Social Identity (3)
- HESA 765 Systems Thinking in Higher Education and Student Affairs (3)
- HESA 771 Advanced Leadership in Higher Education and Student Affairs Leadership (3)

### Elective Credits — 6

Complete an additional 6 credits from any HESA-prefixed courses

### Research Core — 15

SRM 602 Statistical Methods I (3)  
 SRM 603 Statistical Methods II (3)  
 SRM 680 Introduction to Qualitative Research (3)

And either

- 6 additional credits of quantitative research methods
- or
- 6 additional credits of qualitative research methods

### Second Research Tool — 9

HESA 761 Scholarly Writing for Scholar/Leaders (3)  
 HESA 781 Collaborative Inquiry for Scholar/Leaders (3)  
 HESA 782 Research Capstone in Higher Education and Student Affairs Leadership (3)

### Dissertation Proposal and Research — 16

HESA 797 Doctoral Proposal Research (1-4) Take 4 hours  
 HESA 799 Doctoral Dissertation (1-12) Take 12 hours

Additional enrollment in HESA 999 Graduate School Continuous Registration (1) may be required to comply with Graduate School policies on continuous registration.

**Note(s):** SRM 600 Introduction to Graduate Research (3) is a prerequisite to coursework in the Research Core. Any student who has not completed that course, or an equivalent course, prior to entry to the HESAL Ph.D. program must complete SRM 600; that course will not be applied to the above requirements for the Ph.D. All coursework for the program must be completed with a grade of “B” or better. Written and oral comprehensive examinations may be taken after completion of specified coursework and two satisfactory progress reports. A document describing eligibility criteria and examination procedures may be obtained from the program office or the program website. Comprehensive examinations are offered in the fall and spring semesters.



## HUMAN REHABILITATION PH.D.

### Degree Requirements — 64 Credits

See “Human Rehabilitation Ph.D.” on page 39.

### Required Major Courses — 21 hours

HHS 758 Seminar in Collaborative Research in Human Sciences (3)  
 PSY 654 Seminar in College Teaching (3)  
 HRS 659 Seminar in Rehabilitation Counseling Supervision (3)  
*Practicum — Take any combination of the following for a minimum of 12 hours\**  
 HRS 755 Supervised Practicum in College Teaching (3)  
 HRS 757 Advanced Seminar in Rehabilitation Administration (3)  
 HRS 759 Advanced Practicum in Rehabilitation Counseling Supervision (3)

*\*(The above courses are repeatable up to 9 credits each.)*

### Research and Statistics Core — 15 hours

All doctoral students are required to take the following 15 graduate level hours in statistics and research in order to satisfy one of the two university required research tools.

SRM 602 Statistical Methods I (3)  
 SRM 603 Statistical Methods II (3)  
 SRM 610 Statistical Methods III (3)  
 SRM 680 Introduction to Qualitative Research (3)  
 SRM 700 Advanced Research Methods (3)

### Research Proposal/Dissertation — 16 hours

HRS 797 Doctoral Proposal Research (4)  
 HRS 799 Doctoral Dissertation (12)

### Additional Tool — 12 hours

Select One Additional Tool:

**1) Foreign Language:** Pass the E.T.S. examination in any major foreign language (i.e., other than English) with a score not less than the 30th percentile. Students whose native language is other than English may be determined to have satisfied this requirement by unanimous vote of the student's doctoral program committee.

or

**2) Collateral Field:** Students will identify a concentration area (a body of knowledge represented by a minimum of 12 hours of course work) of study that relates directly to their goals as scholars in the field of rehabilitation. The concentration area and specific courses must be approved by their doctoral committee and the Graduate School. Examples of a collateral field could include, but are not limited to the following: educational technology, leadership, gerontology, community health, nursing, sociology and special education.

**Note(s):** Completion of a detailed portfolio that addresses all areas of the doctoral matrix of competencies is submitted and must receive a passing evaluation prior to scheduling of the oral comprehensive examination.



## MUSIC D.A.

(Select from five emphases)

### Degree Requirements — 66-71 Credits

See "Music D.A." on page 50.

Doctor of Arts in Music candidates will take written and oral comprehensive examinations at a time approved by the major advisor.

For additional information, see "Doctor of Arts Sequence and Check List" published by the School of Music.

See "Graduate Admission Requirements" on page 49.

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### Conducting Emphasis

### Music History and Literature Emphasis

### Music Performance Emphasis

### Music Composition Emphasis

### Required Emphasis Credits — 5-9 hours

MUS 623 Individual Studies in Effective Teaching (3)

MUS 794 Supervised Practicum in College Teaching (2-6)

### Primary Emphasis — 18 hours

The primary emphasis area develops a major scholarly and/or performing function for the college and university level in Conducting, Music History and Literature, Composition, Music Performance, or Music Performance (with an optional concentration in Pedagogy). Courses are selected by advisement based upon candidate's area of focus and upon the candidate's needs identified through the advisory examinations.

### Secondary Emphasis — 10 hours

This area develops a secondary scholarly and/or performing emphasis in one of the degree emphasis areas (Music History and Literature, Composition, Music Performance, Conducting, Performance and Pedagogy), or in Jazz Pedagogy, Music Education, Opera Theatre, or related areas outside Music. It is expected that a creative project of some type will be undertaken as part of the concentration. The concentration area and its courses are selected by the candidate with the approval of the program advisor and the advisor for the Secondary Area of Concentration.

### Elective Credits — 5 hours

### Research Core — 12-13 hours

MUS 700 Introduction to Doctoral Research (3)

Select one Course (3 hours) (\*music history exam)

MUS 643-MUS 648 Period Seminars in Music History (3)

Select one Course (2-3 hours) (\*music theory exam)

MUS 501-503, 603 Graduate Music Theory and Analysis (2-3)

Select one Course (4 hours) (\*\*individual performance area)

MUS 551, 665, 670-679 Individual Performance Studies (4)

Dependent upon results of \*advisory exams/\*\*performance area.

### Research Proposal/Dissertation — 16 hours

MUS 797 Doctoral Proposal Research (4)

MUS 799 Doctoral Dissertation (12)

**Note(s):**The hours allotted to the doctoral dissertation may be divided between performance and dissertation requirements according to the plan of study as outlined and approved by the candidate's committee.

Performance and Conducting majors will perform two recitals for 8 semester hours and complete a four semester hour dissertation. Performance (with an optional concentration in Pedagogy) majors will perform one recital for four semester hours and complete an eight-hour dissertation. Students seeking the D.A. in Music Education, Music History and Literature or Composition will complete a 12-hour dissertation.

Composition majors will present a recital of their compositions written as part of their degree program.

A reading knowledge of one foreign language (typically French, German or Italian) is required by the following areas: brass, history and literature (a second language may be required through advisement), piano, strings, theory and composition, voice, woodwinds and instrumental conducting. Students in the areas of choral conducting and vocal performance should have skills in translation of vocal literature in one foreign language (French, German or Italian) as well as diction mastery of all three. In the woodwind area, a substitute research tool may be permitted after consultation and approval by the candidate's committee. Students should contact the Graduate Coordinator or appropriate area to clarify language requirements.

The candidate must complete two consecutive semesters (minimum of 9 semester credit hours per semester) of graduate work on the University of Northern Colorado campus in order to satisfy the Doctor of Arts residency requirement.

The Program Advisor or Graduate Coordinator will provide information concerning how the student's oral and research committees are formed, the student's responsibility in the committee process and the means of scheduling comprehensive examinations and the doctoral defense.

The Music Performance Emphasis has an optional concentration in pedagogy.

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### Music Education Emphasis

### Required Emphasis Credits — 25 hours

Primary Emphasis (15 hours)

MUS 519 Foundations of Music Education (3)

MUS 533 Curriculum Trends in Music Education (3)

MUS 612 Psychology of Music Teaching and Learning (3)

EDF 640 Psychological Foundations of Education (3)

EDF 685 Philosophical Foundations of Education (3)

Secondary Emphasis (10 hours)

### Elective Credits — 13 hours

Electives will be selected by advisement based on candidate's needs identified through advisory examination and special interests. Electives may be selected from courses offered by the School of Music, or from areas outside of music, such as Educational Administration, Special Education or Psychology.

### Research Core — 12 hours

MUS 610 Research in Music Education (3)

MUS 700 Introduction to Doctoral Research (3)

SRM 602 Statistical Methods I (3)

SRM 603 Statistical Methods II (3)

### Research Proposal/Dissertation — 16 Hours

MUS 797 Doctoral Proposal Research (4)

MUS 799 Doctoral Dissertation (12)

**Note(s):**The dissertation should include goals such as extension of the student's knowledge and improvement of his teaching ability in the field, development of new knowledge that will contribute to music education and implementation of music education theory to the practical aspects of ongoing school music programs.

Secondary Emphasis courses may be selected from courses offered by the School of Music, or from areas outside of music, such as educational leadership, special education or psychology. A project integrating one or more subject areas with music education will be part of the secondary emphasis expectation. The project is given on a directed study basis and may be extended into the framework of the dissertation.





## NURSING EDUCATION PH.D.

### Degree Requirements — 65-95 credits

See "Nursing Education Ph.D." on page 43.

(Select the BS to Ph.D. or the Master's to Ph.D. entry options)

#### Research Core — 14 hours

SRM 602 Statistical Methods I (3) \*

SRM 603 Statistical Methods II (3) \*

HHS 758 Seminar in Collaborative Research in Human Sciences (3)

or

SRM 700 Advanced Research Methods (3)

NURS 790 Research Colloquium (2)

Advanced Qualitative or Quantitative Methods 3

#### Research and Dissertation — 16 hours

NURS 797 Doctoral Proposal Research (1-4)

NURS 799 Doctoral Dissertation (1-12)

#### Research Tools

\*The first research tool is quantitative statistical methods met by successful completion of SRM 602 and SRM 603.

\*\*The second research tool will be determined based on the student's personal interests/preferences (i.e. computer application to coursework design, qualitative design methodology, transcultural nursing project or fieldwork, etc.) and documented in an approved plan of coursework. A collateral field of study may be used as a substitute for one of the research tools (12 hours in a focused content area, i.e., educational psychology, educational leadership, gerontology, community health, etc.).

### BS to Ph.D. Requirements — 95 hours

The BS to Ph.D. students will receive the master's degree en-route to the Ph.D.

#### Nursing Science BS to Ph.D. Core — 29 hours

NURS 600 Nursing Theory (3)

NURS 602 Management of Chronically Ill Populations I (4)

NURS 604 Management of Chronically Ill Populations II (4)

NURS 605 Nursing Research (3)

NURS 607 Leadership in Health Policy (3)

NURS 614 Advanced Pathophysiology (3)

NURS 691 Applied Nursing Research (3)

NURS 700 Advanced Nursing Theory (3)

NURS 702 Advanced Concepts of Vulnerable Underserved Populations (3)

#### Nursing Education — 30 hours

NURS 630 Teaching Strategies in Nursing (3)

NURS 660 Nursing Education Seminar (4)

NURS 695 Advanced Academic Nursing Roles (3)

NURS 710 Evaluation in Nursing Education (3)

or

SRM 670 Evaluation: Models and Designs (3)

NURS 730 The Scholarship of Teaching and Practice in Nursing Education (2)

NURS 740 Intensive Teaching Practicum (3)

NURS 760 Advanced Nursing Curriculum Design (3)

NURS 780 The Professorial Role in Nursing Education (3)

ET 604 Computer Graphics and Visual Literacy (3)

PSY 681 Cognition and Instruction I (3)

#### Electives — 6 hours (with advisor approval)

Examples include transcultural nursing courses or coursework in education, educational leadership, educational psychology, educational technology, statistics, gerontology, etc.

### Master's to Ph.D. Requirements — 65 hours

Students may also enter with a master's and complete the doctoral degree with 65 hours. The general plan of study for students who enter the doctoral program with a baccalaureate degree in nursing and a conferred master's degree is listed below.

### Nursing Science Master's to Ph.D. Core — 9 hours

NURS 607 Leadership in Health Policy (3)

NURS 700 Advanced Nursing Theory (3)

NURS 702 Advanced Concepts of Vulnerable Underserved Populations (3)

### Nursing Education — 20 hours

NURS 710 Evaluation in Nursing Education (3)

or

SRM 670 Evaluation: Models and Designs (3)

NURS 730 The Scholarship of Teaching and Practice in Nursing Education (2)

NURS 740 Intensive Teaching Practicum (3)

NURS 760 Advanced Nursing Curriculum Design (3)

NURS 780 The Professorial Role in Nursing Education (3)

PSY 681 Cognition and Instruction I (3)

ET 604 Computer Graphics and Visual Literacy (3)

### Electives — 6 hours (with advisor's approval)

Examples include transcultural nursing courses or coursework in education, educational leadership, educational psychology, educational technology, statistics, gerontology, etc.

### Deficiencies

\*Equivalencies or portfolio experience will determine student's need to take these additional hours (may be used as elective courses):

NURS 630 Teaching Strategies in Nursing (3)

NURS 660 Nursing Education Seminar (4)



## SCHOOL PSYCHOLOGY PH.D.

### Degree Requirements — 116-119 Credits

See “School Psychology Ph.D.” on page 4.

The Ph.D. program is fully accredited by the American Psychological Association and the National Association of School Psychologists.

For more information regarding program accreditation, contact the APA's Office of Program Consultation and Accreditation, 750 1st Street NE, Washington, DC 20002-4242 or at (202) 336-5979 or at [www.apa.org/ed/accreditation/](http://www.apa.org/ed/accreditation/).

Doctoral students in School Psychology are required to engage in research with a school psychology faculty member for five hours per week (equivalent, one semester hour) for a minimum of two semesters.

See “School Psychology Admission Requirements” on page 70.

### Required Major Credits — 110-113 hours

*Psychological and Educational Foundations (39 hours)*

EDSE 616 Scientifically Based Literacy Interventions (3)

EDSE 617 Mathematics and Content Area Learning for Students with Disabilities (3)

PSY 530 Life Span Developmental Psychology (3)

PSY 590 Seminar in History and Systems (3)

APCE 655 Social and Community Psychology (3)

APCE 660 Psychological Consultation: Theory and Practice (3)

APCE 667 Crisis Intervention in the Schools (2)

APCE 672 Neuropsychologically-Based Interventions for Educational Difficulties (3)

APCE 758 Advanced Psychopathology (3)

APCE 763 Legal and Professional Foundations of School Psychology (4)

APCE 777 Applied Neuropsychology (3)

*Select one of the following two courses:*

PSY 540 Theories and Principles of Learning (3)

APCE 638 Human Behavior Analysis (3)

*Select one of the following two courses:*

APCE 607 Theories of Counseling (3)

APCE 707 Seminar in Personality and Counseling Theories (3)

*Assessment for Intervention (29-32 hours)*

APCE 618 Practicum in Child, Adolescent, and Family Interventions (5)

APCE 674 Assessment for Intervention: Cognitive and Academic (5)

APCE 676 Assessment for Intervention: Infant and Toddler (3)

APCE 678 Assessment for Intervention: Personality and Behavior (5)

APCE 775 Advanced Practicum in Assessment and Testing Supervision (3)

APCE 779 Practicum in School Psychology (3)

*Select two of the following courses:*

APCE 559 Introduction to Clinical Hypnosis (2)

APCE 617 Play Therapy: Theory and Practicum (3)

APCE 681 Practicum in Consultation (3)

APCE 694 Practicum in Couples and Family Therapy (4)

PSY 626 Introduction to Neuropsychological Assessment (3)

APCE 605 Group Laboratory Experience (1) and

APCE 606 Theories and Practices in Group Guidance (3)

APCE 738 Practicum in Evidenced-Based Interventions (3)

APCE 778 Clinical Neuropsychology Practicum (3)

*Multicultural Understanding (3 hours)*

*Select one of the following courses:*

APCE 565 Psychology of Prejudice (3)

APCE 623 Counseling Diverse Populations (3)

*Supervised Field Work (8 hours)*

APCE 789 Internship in School Psychology (1-8) (Take 8 hours over 3 semesters)

### Research Core — 12 hours

SRM 700 Advanced Research Methods (3)

(Additional nine hours are listed under Research Tools)

### Research Proposal/Dissertation — 16 hours

APCE 797 Doctoral Proposal Research (4)

APCE 799 Doctoral Dissertation (12)

### Research Tools

1. *Applied Statistics (9 hours)*

SRM 602 Statistical Methods I (3)

SRM 603 Statistical Methods II (3)

SRM 610 Statistical Methods III (3)

2. *Applied Research (9 hours)*

APCE 663 Research Apprenticeship: School Psychology (2)

APCE 781 Measurement and Evaluation of Psychological Services (4)

*Select one of the following courses:*

PSY 675 Measurement II: Advanced Techniques (3)

SRM 680 Introduction to Qualitative Research (3)

**Note(s):** Written and oral comprehensive examinations and a dissertation are requirements of this program. Students must successfully complete the National School Psychology Certification Examination (NCSP) to pass the written comprehensive exams.

## SPECIAL EDUCATION PH.D.

### Degree Requirements — 72-81 Credits

See “Special Education Ph.D.” on page 11.

The Ph.D. in Special Education is a flexible doctoral program with provisions for individual planning to prepare special education professionals for positions of leadership in public and private schools and for colleges, universities, agencies, businesses and government entities. Major emphases are internally flexible and may be established to fit a variety of interests in the field of special education. Graduates develop leadership knowledge and skills in special education related to six major themes: theory, pedagogy, research methodology, evidence-based practice, public policy/advocacy, and collaboration. The program is designed to prepare students for creative leadership in a rapidly changing world that is experiencing increasing cultural diversity, curriculum and structural reforms in schools and pedagogical innovations across the educational spectrum.

### Required Major Credits — 23 hours

Note that students will be required to demonstrate literacy and competency in computer applications as part of the program.

*Doctoral Core Courses (23 hours)*

EDSE 701 Introduction to Doctoral Study in Exceptionalities (1)

EDSE 702 Law of Exceptionalities (1)

EDSE 721 Theoretical Foundations of Special Education I (3)

EDSE 727 Seminar in Exceptionalities (3)

EDSE 728 Seminar in Professional Writing (3)

EDSE 732 Research in Exceptionalities (3)

EDSE 733 Preparing Teachers for Students with Exceptionalities (3)

EDSE 741 Colloquium on Literacy (1)

EDSE 742 Colloquium on Talent Development (1)

EDSE 743 Supervision in Exceptionalities (1)

EDSE 744 Grant Writing Seminar (3)

*Externships (3 hours - minimum)*

EDSE 730 Externship in Special Education (3)

Externships are taken in one to twelve hour blocks and involve an off-campus experience. Variable titles related to inquiry, university teaching and administration are selected based on the nature of the externship.

### Elective Credits — 9 hours (minimum)

Students are to select 9 semester hours of courses from in a cognate closely related to the student's program goals, Electives are chosen in consultation with the major advisor and are an integral part of the program plan.

### Areas of Special Interest

The student may select an area of interest (one or more), in conference with his or her advisor, from the following areas: transition of children and youth with exceptionalities; education of preschool children with exceptionalities; one of the categorical areas of special education (autism, learning disabilities, deaf or hard of hearing, blind or visually impaired, emotionally disturbed, gifted, mental retardation, etc.); curriculum development, special education administration; university teaching/research; or other areas as designed by the student and his or her advisor.

### Research Core — 12 hours

SRM 602 Statistical Methods I (3)

SRM 603 Statistical Methods II (3)

SRM 680 Introduction to Qualitative Research (3)

SRM 700 Advanced Research Methods (3)

### Research Proposal/Dissertation — 16 hours

EDSE 797 Doctoral Proposal Research (1-4)

EDSE 799 Doctoral Dissertation (12)

### Research Tools — 9-18 hours

Doctoral students in special education must demonstrate competency in two out of four research tools listed below:

1. Research Design/Applied Statistics (9 hours from the following courses)

SRM 606 Multiple Linear Regression Analysis (3)

SRM 607 Non-Parametric Statistics (3)

SRM 608 Experimental Design (3)

SRM 609 Sampling Methods (3)

SRM 610 Statistical Methods III (3)

SRM 611 Advanced Statistical Data Analysis (3)

SRM 625 Applied Multiple Regression Analysis (3)

SRM 627 Survey Research Methods (3)

SRM 635 Categorical Data Analysis (3)

SRM 685 Educational Ethnography (3)

SRM 686 Qualitative Case Study Research (3)

SRM 687 Narrative Inquiry (3)

SRM 688 Writing as Analysis of Qualitative Research (3)

2. Foreign Language. Students pass a faculty-approved examination in any major language or in American Sign Language with a score at the 50th percentile or better.

3. Evaluation (9 hours from the following courses)

SRM 670 Evaluation: Models and Designs (3)

SRM 770 Evaluation: Advanced Methods (3)

ELPS 654 Instructional Leadership and Supervision (3)

ELPS 665 Policy Analysis and Development (3)

4. Instructional Technology (9 hours from the following courses)

ET 502 Instructional Design (3)

ET 602 Performance Technology for Instructional Environments (3)

ET 617 Development of Online Applications (3)

ET 628 Design of Multimedia Learning Environments (3)

ET 702 Instructional Design Theory and Research (3)

### Comprehensive Performance Assessment

The comprehensive examination consists of a written response to a question(s) plus a matrix of performance options. Competency in theory, pedagogy, research methodology, evidence-based practice, public policy/advocacy, and collaboration is demonstrated through generation, conservation, and transformation as stewards of the discipline.



**SPORT AND EXERCISE SCIENCE PH.D.**  
(Select from three emphases)

**Degree Requirements — 64-68 Credits**

See "Sport and Exercise Science Ph.D." on page 45.

**Prerequisites (6 hours)**

*Exercise Science and Sport Pedagogy:*

SES 602 Introduction to Research in Sport and Exercise Science (3)

May be required if not taken during a student's Master's program.

*Sport Administration:*

SES 703 Research Seminar in Sport and Exercise Science (3)

or

a graduate research course from Educational Psychology (EPSY), Psychology (PSY) or Applied Statistics and Research Methods (SRM). Advisor approval is required for this choice. Students in this emphasis are required to successfully complete, with a grade of "B" or better in each course, the doctoral minor in Applied Statistics and Research Methods.

**Research Core — 12 hours**

SRM 602 Statistical Methods I (3)

SRM 603 Statistical Methods II (3)

SES 703 Research Seminar in Sport and Exercise Science (3)

SRM 610 Statistical Methods III (3)

or

SRM 680 Introduction to Qualitative Research (3)

**Research Proposal/Dissertation — 16 hours**

SES 797 Doctoral Proposal Research (4)

SES 799 Doctoral Dissertation (12)

**Research Tools**

Doctoral students in this degree must demonstrate competency in two research tools. Five possibilities are listed below:

1. **Research Design.** Applied Statistics/Quantitative Methods. Complete 9-12 hours (excluding SRM 600 and SRM 700).
2. **Research Design.** Applied Statistics/Qualitative Methods. Complete 9-12 hours (excluding SRM 600 and SRM 700).
3. **Discipline-Specific Laboratory Techniques.** Exhibit competency in laboratory-based research work, which is specific to a student's concentration area. Coursework supporting this requirement is acceptable, but not required.
4. **Computer Applications.** Complete a minimum of 9 hours in graduate courses related to computer use with grades of "B" or better OR students can develop and demonstrate computer proficiency to satisfy a specific need in sport and exercise science. The students' doctoral committee judges this program or proficiency acceptable or unacceptable.
5. A collateral field of study may be used as a substitute for a research tool. See Graduate School policies for details.

**Note(s):**In order to advance to candidacy, students must demonstrate proficiency in theoretical and research foundations, teaching and communication, scholarship and professional service. Criteria for proficiency are identified in the School of Sport and Exercise Science Doctoral Evaluation Matrix.

**Exercise Science Emphasis**

Students pursuing the Exercise Science emphasis select one concentration area: 1) biomechanics, 2) exercise physiology, and 3) social psychology of sport and physical activity.

**1) Biomechanics**

**Concentration Area Credits — 21 hours**

SES 550 Neural Aspects of Kinesiology (3)

SES 620 Neuromuscular Structure and Function (3)

SES 621 Advanced Biomechanics (3)

SES 622 Directed Studies (1-4) Take 6 hours

SES 626 Advanced Physiological Kinesiology I (3)

SES 627 Advanced Physiological Kinesiology II (3)

**Elective Credits (with advisor approval) — 15 hours**

SES 550 Neural Aspects of Kinesiology (3)

SES 624 Advanced Developmental Kinesiology (3)

SES 629 Concepts in Kinesiology (3) (Biomechanics of Locomotion)

SES 635 Exercise and Sports Psychology (3)

SES 665 Advanced Sociological Kinesiology (3)

SES 692 Graduate Internship in Sport and Exercise Science (1-6)

SES 694 Special Topics in Sport and Exercise Science (1-3)

Take 3 hours

SES 755 Supervised Practicum in College Teaching (1-6)

Take 3 hours

**2) Exercise Physiology**

**Required Concentration Area Credits — 15 hours**

SES 625 Laboratory Techniques in Kinesiological Research (3)

SES 626 Advanced Physiological Kinesiology I (3)

SES 627 Advanced Physiological Kinesiology II (3)

SES 629 Concepts in Kinesiology (3) (Cardiopulmonary)

SES 755 Supervised Practicum in College Teaching (1-6) Take 3 hours

**Elective Credits (with advisor approval) — 21 hours**

SES 550 Neural Aspects of Kinesiology (3)

SES 620 Neuromuscular Structure and Function (3)

SES 621 Advanced Biomechanics (3)

SES 622 Directed Studies (1-4)

SES 624 Advanced Developmental Kinesiology (3)

SES 635 Exercise and Sports Psychology (3)

SES 665 Advanced Sociological Kinesiology (3)

SES 692 Graduate Internship in Sport and Exercise Science (1-6)

SES 694 Special Topics in Sport and Exercise Science (1-3)

SES 755 Supervised Practicum in College Teaching (1-6)

Take 3 hours

BIO 550 Cell Physiology (4)

BIO 552 Mammalian Physiology I (3)

BIO 553 Mammalian Physiology II (3)

CHEM 581 General Biochemistry I (4)

CHEM 582 General Biochemistry II (4)

GERO 555 Grant Development and Administration (3)

**3) Social Psychology of Sport and Physical Activity**

**Required Concentration Area Credits — 12 hours**

SES 624 Advanced Developmental Kinesiology (3)

SES 629 Concepts in Kinesiology (3) (Motivation)

SES 635 Exercise and Sports Psychology (3)

SES 665 Advanced Sociological Kinesiology (3)

**Elective Credits (with advisor approval) — 24 hours**

GERO 625 Psychosocial Aspects of Aging (3)

SES 620 Neuromuscular Structure and Function (3)

SES 621 Advanced Biomechanics (3)

SES 622 Directed Studies (1-4)

SES 626 Advanced Physiological Kinesiology I (3)

SES 627 Advanced Physiological Kinesiology II (3)

SES 692 Graduate Internship in Sport and Exercise Science (1-6)

SES 755 Supervised Practicum in College Teaching (1-6)

SES 670 Sport and Higher Education (3)

SES 680 Perspectives in Sport Pedagogy (3)

SES 696 College Teaching (3)

PSY 664 Advanced Social Psychology (3)

SOC 532 Social Psychology and Group Dynamics (3)

SOC 552 Applied Social Theory (3)



## Sport Administration Emphasis

### Required Emphasis Credits — 26 hours

SES 576 Sport Promotion and Marketing (3)  
 SES 650 Financial Management for Sport Organizations (3)  
 SES 660 Sport Personnel Management (3)  
 SES 665 Advanced Sociological Kinesiology (3)  
 SES 675 Management of Sports Facilities and Equipment (3)  
 SES 676 Sport Public Relations and Information Systems (3)  
 SES 678 Event Development and Management (3)  
 SES 688 Legal Aspects of Sport (3)  
 SES 705 Seminar in Sport Administration (2)

### Elective Credits — 10 hours

Students are allowed 10 hours of electives in the doctoral program (64 credits beyond the Master's is required for graduation). After consulting with their advisor, students should select courses which contribute to their academic and research goals. The following courses are offered as a guide for elective course selection. Students should also review the *Catalog* for course options in other cognate areas.

ET 501 Introduction to Applications of Educational Technology (3)  
 ET 504 Instructional Materials Design (3)  
 ELPS 601 Leadership Development Through Inquiry (3)  
 SES 755 Supervised Practicum in College Teaching (1-6)  
 ELPS 650 School Finance and Budgeting (3)  
 HESA 680 Law and Higher Education (3)  
 SES 670 Sport and Higher Education (3)  
 SES 692 Graduate Internship in Sport and Exercise Science (1-6)  
 SES 696 College Teaching (3)  
 SRM 610 Statistical Methods III (3)  
 SRM 611 Advanced Statistical Data Analysis (3)  
 SRM 627 Survey Research Methods (3)  
 SRM 680 Introduction to Qualitative Research (3)

**Note(s):**The course SES 692 Graduate Internship in Sport and Exercise Science may be used for up to 6 hours of electives and is designed to assist students in gaining experience in the sport industry and/or to bridge the gap between theory and practice. To be eligible to register for SES 692, a student must have 1) a GPA of 3.0, 2) completed (or currently enrolled) five required courses, and 3) completed 20 graduate credits.

## Sport Pedagogy Emphasis

### Required Emphasis Credits — 22 hours

SES 614 Analysis of Teaching in Physical Education (3)  
 SES 640 Curriculum in Physical Education (3)  
 SES 641 Instructional Strategies for Elementary School Physical Education (3)  
 SES 642 Instructional Strategies for Secondary School Physical Education (3)  
 SES 685 Critical Pedagogy (3)  
 SES 695 Seminar in Physical Education (2) (take twice)  
 SES 696 College Teaching (3)

### Elective Credits — 15 hours

**Note(s):**Electives are to be based upon program and career goals and must be related to the study of pedagogy. Must have approval of advisor and program committee.

### Deficiencies

Students may be required to have graduate coursework as a part of their program of study in the following kinesiology areas as determined by the program advisor and candidate:

SES 620 Neuromuscular Structure and Function (3)  
 SES 621 Advanced Biomechanics (3)  
 SES 624 Advanced Developmental Kinesiology (3)  
 SES 626 Advanced Physiological Kinesiology I (3)

## DOCTORAL MINORS

EBS

### APPLIED STATISTICS AND RESEARCH METHODS

#### Doctoral Minor Requirements — 15 Credits

A Doctoral Minor in Applied Statistics and Research Methods is available to students in any UNC doctoral program with the approval of their doctoral program advisor.

#### Required courses — 15 hours

A minimum of five (5) courses completed during the student's UNC doctoral program with grades of "B-" or better from the following courses:

- SRM 602 Statistical Methods I (3)
- SRM 603 Statistical Methods II (3)
- SRM 606 Multiple Linear Regression Analysis (3)
- SRM 607 Non-Parametric Statistics (3)
- SRM 608 Experimental Design (3)
- SRM 609 Sampling Methods (3)
- SRM 610 Statistical Methods III (3)
- SRM 611 Advanced Statistical Data Analysis (3)
- SRM 625 Applied Multiple Regression Analysis (3)
- SRM 627 Survey Research Methods (3)
- SRM 635 Categorical Data Analysis (3)
- SRM 670 Evaluation: Models and Designs (3)
- SRM 680 Introduction to Qualitative Research (3)
- SRM 685 Educational Ethnography (3)
- SRM 686 Qualitative Case Study Research (3)
- SRM 687 Narrative Inquiry (3)
- SRM 688 Writing as Analysis of Qualitative Research (3)
- SRM 705 Advanced Issues in Research Methods (3)

**Note(s):**SRM 502 or SRM 617 may be substituted for SRM 602.

#### Features and Conditions

1. Completion of the minor will be noted in the student's transcript as Minor in Applied Statistics and Research Methods.
2. No other course substitutions are permitted.
3. This minor is not available to students in the Applied Statistics and Research Methods degree program.
4. Some or all of the SRM courses used for the minor may be part of a student's program of required or elective classes.

No application to the Applied Statistics and Research Methods program is required. In consultation with their doctoral program advisors, students may include sufficient SRM courses in their programs of study to meet the requirements for the minor.

EBS

### EDUCATIONAL PSYCHOLOGY

#### Doctoral Minor Requirements — 15 Credits

**Admission Requirements.** The minor will be open to all students who are enrolled in good standing in a doctoral degree program at the University of Northern Colorado. Doctoral students must notify the Educational Psychology program director by submitting: 1) a letter stating their intent to obtain a minor in Educational Psychology, and 2) a letter from their doctoral program advisor indicating approval of the minor.

#### Concentration Area — 15 hours (minimum)

Substitutions will be allowed if they are approved by the Graduate Program Coordinator or the School Director.

Select one of three concentration areas:

- 1) *Learning and Cognition Concentration*
  - PSY 540 Theories and Principles of Learning (3)
  - PSY 590 Seminar in History and Systems (3)
  - PSY 661 Trends and Issues in Educational Psychology (3)
  - PSY 681 Cognition and Instruction I (3)
  - PSY 682 Cognition and Instruction II (3)
  - PSY 685 Advanced Seminar in Learning and Cognition (3)

- 2) *Human Development Concentration*

- PSY 530 Life Span Developmental Psychology (3)
- PSY 590 Seminar in History and Systems (3)
- PSY 630 Advanced Child and Adolescent Psychology (3)
- PSY 661 Trends and Issues in Educational Psychology (3)
- PSY 684 Advanced Seminar in Human Development (3)

- 3) *Research and Measurement Concentration*

- PSY 661 Trends and Issues in Educational Psychology (3)
- PSY 674 Measurement I: Educational Testing (3)
- PSY 575 Educational Assessment (3)
- PSY 675 Measurement II: Advanced Techniques (3)
- PSY 686 Advanced Seminar in Measurement and Assessment (3)

EBS

### EDUCATIONAL TECHNOLOGY

#### Doctoral Minor Requirements — 15 Credits Admission Requirements

Doctoral students must apply for admission to this minor. The application materials and admission criteria are the same as those required for the Ph.D. in Educational Technology: cover page, GRE, 3 letters of recommendation, statement of professional goals relevant to this minor. Completed applications packets should be submitted to the school director **prior to the completion of 6 hours of coursework within the minor.** Applications will be considered on an open schedule.

The student must complete a minimum of 15 semester hours of coursework with a grade of "B" or better in each course for this Doctoral Minor. All coursework for the minor must carry an ET prefix. Course substitutions are allowed within this minor only if they have ET prefixes and are approved by both the student's minor advisor and Educational Technology school director. Internships, practica and directed studies may **not** be counted in the 15 hour minimum. Doctoral students completing the Educational Technology minor will include an Educational Technology faculty member on their doctoral research committee.

#### Required courses — 15 hours

- ET 502 Instructional Design (3)
- ET 503 Computers in Education (3)

and/or

- ET 504 Instructional Materials Design (3)

Total of at least 15 semester hours of ET prefix coursework approved by the student's minor advisor and the Educational Technology school director.

At least 6 hours of ET coursework at the 600 or 700 level. All prerequisite course requirements must be met.

EBS

### HIGHER EDUCATION AND STUDENT AFFAIRS LEADERSHIP

#### Doctoral Minor Requirements — 15 Credits

A doctoral minor in Higher Education and Student Affairs Leadership is available to students in any UNC doctoral program with the approval of their doctoral program advisor. The intent of this minor is to encourage doctoral students who anticipate working in higher education settings to increase and expand their understanding of higher education organizations, policies, and procedures and to understand developmental needs of college students and services offered to assist students. Completion of the minor will be noted in the student's transcript as "Minor in Higher Education and Student Affairs Leadership." No application for admission to

the minor is required; students will declare their intent to complete the minor on their doctoral program of studies filed with the Graduate School.

**Required courses — 15 hours**

*A minimum of five (5) courses completed during the student's UNC doctoral program with grades of "B" or better from the following courses:*

- HESA 611 Groups, Teams, and Organizations in Higher Education and Student Affairs (3)
- HESA 650 College Student Development: Foundational Theory (3)
- HESA 651 Philosophical, Historical and Cultural Foundations of Student Affairs in Higher Education (3)
- HESA 652 Enrollment Management Services (3)
- HESA 655 Multiculturalism in Higher Education and Student Affairs Leadership (3)
- HESA 658 Management and Administration in Student Affairs (3)
- HESA 669 College and University Curriculum (3)
- HESA 671 Introduction to Leadership in Higher Education and Student Affairs Leadership (3)
- HESA 680 Law and Higher Education (3)
- HESA 683 Finance and Resource Management in Higher Education (3)
- HESA 685 Human Resources in Higher Education (3)
- HESA 690 Public Policy in Higher Education (3)
- HESA 695 Current Issues in Higher Education and Student Affairs Leadership (3)
- HESA 696 Special Topics in Higher Education and Student Affairs Leadership (1-4)
- HESA 711 Organizations and Change in Higher Education and Student Affairs Leadership (3)
- HESA 750 College Students: Culture, Characteristics, Campus Life (3)
- HESA 751 Advanced College Student Development: Social Identity (3)
- HESA 755 Advanced Research Seminar (1)
- HESA 765 Systems Thinking in Higher Education and Student Affairs (3)
- HESA 771 Advanced Leadership in Higher Education and Student Affairs Leadership (3)

**Features and Conditions**

1. Completion of the minor will be noted on the student's transcript as Minor in Higher Education and Student Affairs Leadership.
2. Course substitutions will be allowed only upon verification by the Graduate Program Coordinator of the HESAL program that a transfer course from another university is equivalent to one of the UNC courses listed above, or that it would be accepted in the HESAL Ph.D. program as a higher education elective course. Field experiences and internships may not be substituted for the above courses. All course substitutions must have been taken within the time frame of the student's UNC doctoral program.
3. HESA-prefixed courses used for the minor may be part of a student's program of required or elective courses.
4. No application to the Higher Education and Student Affairs Leadership program is required. In consultation with their doctoral program advisor, students may include sufficient HESA-prefixed courses to meet the requirements for the minor.



**SPECIAL EDUCATION**

**Doctoral Minor Requirements — 15 Credits**

A Doctoral Minor in Special Education is available to students in any UNC doctoral program with the approval of their doctoral program advisor. The intent of this program is to encourage doctoral students throughout the University to increase and expand their understanding of the field of special education and disability issues. Completion of the minor will be noted in the student's transcripts as Minor in Special Education. No application to the School of Special Education is required. In consultation with their doctoral program advisors, students may include sufficient EDSE courses in their programs of study to meet the requirements for the minor. Some or all of the courses used for this minor may be part of a student's program of required or elective classes. The minor consists of additional courses completed with a "B" or better.

This minor is not available to students in the Special Education doctoral program.

**Required Courses — 6 hours**

- EDSE 500 Field of Special Education (3)
- or
- EDSE 615 Special Education Law: Cases and Trends (3)
- and
- EDSE 503 Effective School Environments for Learners with Exceptional Needs (3)
- or
- EDSE 505 Assessment of Exceptional Individuals (3)
- Select two of the following courses (6 hours):*
- EDSE 524 Seminar in Education of Learners with Profound Needs (3)
- EDSE 525 Research and Policy for Learners with Profound Needs (3)
- EDSE 601 Supporting Special Students in the Mainstream (3)
- EDSE 602 Behavioral Disorders: Characteristics, Identification and Intervention (3)
- EDSE 606 Instructional Methods for Students with Special Needs (3)
- EDSE 608 Case Studies with Students with Special Needs (3)
- EDSE 609 Language Development: Disorders of Individuals with Special Needs (3)
- EDSE 610 Interventions for Students with Severe Affective Needs (3)
- EDSE 611 Seminar in Severe Affective Needs (3)
- EDSE 621 Seminar in Severe Cognitive Needs (3)
- EDSE 642 Advanced Seminar in Education of Students with Visual Disabilities (3)
- EDSE 652 Auditory Skill Development: Deaf/Hard of Hearing(3)
- EDSE 653 Speech: Deaf/Hard of Hearing (3)
- EDSE 654 Language: Deaf/Hard of Hearing (3)
- EDSE 655 Literacy: Deaf/Hard of Hearing (3)
- EDSE 656 Curriculum and Instruction: Deaf/Hard of Hearing (3)
- Select one of the following courses (3 hours)*
- EDSE 721 Theoretical Foundations of Special Education I (3)
- EDSE 723 Seminar in Facilitating Personal and Professional Development in Special Education (3)
- EDSE 727 Seminar in Exceptionalities (3)
- EDSE 728 Seminar in Professional Writing (3)
- EDSE 731 Topical Seminar in Special Education (3)

## CERTIFICATE PROGRAMS

### **EBS** CHILD AND ADOLESCENT GRADUATE CERTIFICATE PROGRAM (NON-DEGREE)

#### Certificate Requirements — 15 credits

This sequence of courses provides foundational preparation for mental health professionals who work with children and youth. The certificate program is designed for pre-service and inservice mental health professionals who desire endorsement for specialization, or completion of academic requirements for registration through the Association for Play Therapy.

**Prerequisites:** Master's degree in appropriate mental health profession or current enrollment in appropriate graduate program.

#### Required Credits — 9 hours

APCE 603 Counseling Children and Adolescents (3)  
APCE 609 Foundations of Play Therapy (3)  
APCE 654 Child Abuse and Neglect (3)

#### Elective Credits — 6 hours

APCE 638 Human Behavior Analysis (3)  
PSY 530 Life Span Developmental Psychology (3)  
APCE 558 Abnormal Psychology (3)

#### Special Topics Courses

(offered with a rotating sequence as APCE 508 or APCE 513)

Advanced Theories of Play Therapy (1)  
Parent Child Interactive Therapy (1)  
Play Therapy with Traumatized Children (1)  
Filial Therapy (1)  
Play Therapy in School Settings (1)  
Play Therapy with Special Populations (1)  
Therapeutic Parenting (1)

Candidates who wish to be endorsed for registration through the Association for Play Therapy will also be required to successfully complete the following:

APCE 617 Play Therapy: Theory and Practicum (3)

### **EBS** EARLY CHILDHOOD SCHOOL PSYCHOLOGY GRADUATE CERTIFICATE PROGRAM (NON-DEGREE)

#### Certificate Requirements — 18 credits

This program provides preparation for provision of school psychological services to children ages birth to five and their families. This Graduate Certificate Program is designed for current school psychology students who desire a specialization in birth to 5 populations. Positions in this program are limited and may be dependent upon external funding.

**Prerequisite:** Enrollment in the Ed.S. program in school psychology.

#### Required Credits — 18 credits

EDSE 530 Parent/Professional Partnerships (3)  
EDSE 532 Typical and Atypical Early Child Development:  
Application to Early Childhood Special Education (3)  
EDSE 533 Curriculum and Instruction in Early Childhood  
Special Education (3)  
APCE 617 Play Therapy: Theory and Practicum (3)  
APCE 676 Assessment for Intervention: Infant and Toddler  
(3)  
APCE 622 Directed Studies (1-3) Take 2 hours as Early  
Childhood Mentorship  
APCE 622 Directed Studies (1-3) Take 1 hour as Early  
Childhood Practicum

**Note(s):** This certificate program is designed for current school psychology students who desire a specialization in birth to 5 populations. Positions in this program are limited and may be dependent upon external funding.

### **NHS** FAMILY NURSE PRACTITIONER (FNP) GRADUATE CERTIFICATE PROGRAM (NON-DEGREE)

#### Certificate Requirements — 33 Credits

The certificate in FNP at the graduate level provides the nurse who has a master's in nursing for advanced clinical practice in primary care of families. The graduate is eligible to apply for national certification upon program completion.

The graduate is eligible to be recognized as an Advanced Practice Nurse from the State Board of Nursing with all the rights and privileges associated with this title. Health policies, OSHA requirements, CPR and ACLS certifications are required.

**Prerequisites:** Master's degree in nursing.

#### Required FNP Certificate Credits — 33 hours

NURS 610 Health Assessment (3)  
NURS 612 Advanced Pharmacology (4)  
NURS 614 Advanced Pathophysiology (3)  
NURS 640 Health Care of Families I (4)  
NURS 645 Health Care of Families II (4)  
NURS 650 Health Care of Families III (4)  
NURS 680 Advanced Practice Role Practicum (1-9)  
NURS 690 Advanced Professional Role (2)

### **HSS** GEOGRAPHY EDUCATION GRADUATE CERTIFICATE PROGRAM (NON- DEGREE)

#### Certificate Requirements — 12 credits

The certificate provides K-12 in-service teachers with a graduate-level foundation of the geography discipline. The first three courses are offered in a 2-week summer institute, followed by a capstone course offered online. Geography 520 is offered for any of the subfields in geography and is repeatable. Teachers develop publishable instructional units from the concepts presented in the courses and conduct professional development workshops for colleagues. Applications are limited to teachers with current full-time teaching contracts.

#### Required Credits — 12 hours

GEOG 513 Professional Renewal (1-3)  
GEOG 520 Topics in Systematic Geography (3) Take 2 times  
under different subtitles  
GEOG 592 Field Course in Geography (1-6)

### **NHS** GERONTOLOGY GRADUATE CERTIFICATE PROGRAM (NON-DEGREE)

#### Certificate Requirements — 18 Credits

The certificate in gerontology at the graduate level provides the individual with a broad overview of the field of gerontology.

The certificate is designed for those individuals with a master's degree in a different discipline or other professional designation (i.e. R.N., B.S.W.) or a bachelor's degree and several years of experience in the human services area.

#### Required Credits — 12 hours

GERO 560 Community Resources for the Elderly (3)  
GERO 625 Psychosocial Aspects of Aging (3)  
GERO 635 Social Policies of Aging (3)  
GERO 640 Health Aspects of Gerontology (3)

#### Elective Credits — 6 hours

GERO 555 Grant Development and Administration (3)  
GERO 565 Management Concepts for Aging Services (3)  
GERO 630 Intervention Strategies with the Elderly (3)  
GERO 694 Practicum in Gerontology (1-4)





## LEADERSHIP AND SUPERVISION CERTIFICATE PROGRAM

### Licensure Requirements — 12 Credits

The Leadership and Supervision Certificate Program is a 4-course series of online, specialized coursework designed for individuals working in or aspiring to positions as lead interpreters, mentors, supervisors or leaders within an ASL-English Interpreting system. It is a series designed to provide students with effective strategies and tools for addressing and managing real-world issues and challenges faced in a variety of fast-growing and rapidly changing interpreting systems. Problem solving and decision-making will be enhanced through the critical examination of cutting-edge research, theories and practice.

Prerequisites Evidence of completion of undergraduate studies; and Certified Member in the Registry of Interpreters for the Deaf; OR Educational Interpreting Performance Assessment of 4.0 or higher.

### Required Credits - 12 credits

INTR 505 Supervision of Interpreting Systems (3)

INTR 506 Leadership in Interpreting (3)

INTR 560 Ethics in Leadership (3)

INTR 561 Conducting Diagnostic Assessments for ASL-English Interpreters (3)

A 3.0 GPA must be achieved to earn the Professional Development Certificate.

### Graduate Elective — 3 hours

SRM 680 Introduction to Qualitative Research (3)

or

One additional elective with instructor approval.



## NURSING EDUCATION GRADUATE CERTIFICATE PROGRAM (NON-DEGREE)

### Certificate Requirements — 12 Credits

The certificate in nursing education is intended to provide nurses with master's or doctoral preparation with advanced knowledge in nursing education and the academic role as an option for required doctoral electives/area of concentration.

Master's prepared nurses and matriculated master's in nursing or doctoral students from other academic institutions may apply for admission. Candidates must possess the baccalaureate degree in nursing and be currently licensed as a registered nurse. Students must complete the required coursework with a grade of "B" or better. Application materials include a cover page with a statement of intent relative to nursing education and are available on the UNC School of Nursing home page at <http://www.unco.edu/nursing>. Completed applications are submitted electronically prior to enrollment in the online nursing education course work. Applications will be considered on an open schedule.

### Required Credit — 13 hours

NURS 630 Teaching Strategies in Nursing (3)

NURS 660 Nursing Education Seminar (4)

NURS 695 Advanced Academic Nursing Roles (3)

Nursing elective (3)



## TRANSCULTURAL NURSING GRADUATE CERTIFICATE PROGRAM (NON-DEGREE)

### Certificate Requirements — 10-11 Credits

Using Leininger's theory, the certificate in transcultural nursing prepares the nurse to provide culturally congruent and competent nursing care based upon qualitative analysis and other research methodology. Field experiences are a required component of the program offered in a summers only format. The certificate option is designed for master's in nursing students, post-baccalaureate or post-master's students and senior level undergraduate nursing students.

### Required Courses — 7-8 hours

*Transcultural Nursing Courses (7-8 hours)*

NURS 510 Concepts in Transcultural Nursing (3)

NURS 511 Advanced Transcultural Nursing and Research (3)

NURS 512 Transcultural Nursing Field Experience (3)

## ENDORSEMENT AND LICENSURE PROGRAMS

For a complete list of programs please see: "Post Baccalaureate and Post Master's Licensure Programs" on page 229

### **EBS** ADMINISTRATORS' LICENSURE: DISTRICT LEVEL LEADERSHIP (NON-DEGREE)

#### **Licensure Requirements — 21 Credits**

The Administrator Licensure Program in the Program of Educational Leadership and Policy Studies provides opportunities for candidates to acquire the knowledge and skills needed for the day-to-day demands of the administrative positions that provide leadership for family-school-community efforts to improve education. The program not only provides opportunities for students to develop an in-depth understanding of district office roles and responsibilities, but also develops a breadth of understanding of leadership, policy development, local school governance, and contemporary educational issues.

Entering students who already possess a master's degree in Educational Leadership or a Principal License (or equivalent) need a minimum of 18 semester hours of graduate coursework and an internship (3 hours). The Administrator License requires completion of the leadership core (Please See "Leadership Core — 12 hours" on page 224.) as a prerequisite for endorsement for the Administrator License. These core learning experiences may be satisfied by equivalent prior learning experiences.

This total 21 credit hour requirement is a minimum expectation for program completion. Required courses, however, may be waived by the division if a student has taken an equivalent graduate course within the previous eight (8) years or can demonstrate the knowledge and skills for a Colorado Administrator License (see Standards for School Administrators in Colorado).

See "Administrators' Licensure (Non-Degree) Requirements" on page 63.

#### **Required Credits — 21 hours (minimum)**

- ELPS 606 Internship in Educational Leadership (3) (minimum 2 hours at central office and 1 hour with other agencies).
- ELPS 654 Instructional Leadership and Supervision (3)
- ELPS 660 Law and the Administrator (3)
- ELPS 665 Policy Analysis and Development (3)
- ELPS 667 Leadership at the District Level (3)

Select one of the following two courses:

- ELPS 650 School Finance and Budgeting (3)
- ELPS 651 School Business Management (3)

Select one of the following two courses:

- SRM 670 Evaluation: Models and Designs (3)
- PSY 674 Measurement I: Educational Testing (3)

### **EBS** BILINGUAL EDUCATION (ENGLISH/SPANISH) (K-12 Endorsement)

#### **Endorsement Requirements — 18 Credits**

The graduate Bilingual Education Endorsement Program was created with the primary goal to help educators support and enhance the biliteracy skills of students in their classrooms, and to address the critical shortage of Linguistically Diverse: Bilingual Specialist throughout the state of Colorado. This program is offered to educators who already hold a teaching licensure and the Colorado Linguistically Diverse Education Endorsement (ESL) or equivalent. The program requires the completion of 18 semester hours. After the completion of the program, students must pass the Bilingual Education PLACE Exam to be eligible for the Bilingual Education Specialist state endorsement. Requirements for program admission include: Admission to the Graduate School; a teaching licensure; the Colorado Linguistically Diverse (ESL) endorsement; and evidence of Spanish fluency.

#### **K-12 Bilingual Education Endorsement Program**

##### **Required Credits — 18 hours**

- EDLD 600 Literacy and Content Instruction in Spanish Bilingual Classrooms (3)
- EDLD 604 Field Experience in TESOL and Bilingual Education (3)
- EDLD 605 Seminar in Bilingual Education and TESOL I (3)
- EDLD 606 Linguistically Diverse Students and the U.S. Educational System (3)
- SPAN 555 Literature for Children and Adolescents (3)
- 3 Graduate Credits of Spanish Language with approval of advisor.

## **EBS** ELEMENTARY EDUCATION, POST-BACCALAUREATE (NON-DEGREE)

### Licensure Requirements — 48 Credits

Must apply through the Graduate School

#### Prerequisites

- For students seeking first time licensure, a completed baccalaureate degree in liberal arts, humanities, sciences, mathematics, social studies, health or equivalent to those listed in this catalog. Students will have their transcripts evaluated for liberal arts content;
- For students seeking an added endorsement (already hold a Colorado teaching certificate/license in a professional area), there is a 40-semester hour requirement plus any necessary content background courses.

#### Admission for First Time Licensure

Students seeking first time licensure are admitted into the program beginning the first summer session of any year and must attend full time in order to complete all course work and student teaching in three semesters. Applications must be received by December 1st of the prior year to begin the program the first summer session of a year. All applicants wishing to count licensure hours toward a Master of Arts degree in Elementary Education must apply to the Graduate School for admission into the Master of Arts degree program at the same time he or she applies to the Post-Baccalaureate Licensure program in Elementary Education.

#### Required Credits — 48 hours

- CH 303 Health Education in the Elementary School (1)  
 EDEL 520 Effective Instruction in Elementary School Mathematics (3)  
 EDEL 525 Integrated Methods: Visual Arts, Music and Physical Education (1-3) Take 3 hours  
 EDEL 540 Effective Instruction in Elementary School English/Language Arts (3)  
 EDEL 544 Elementary Student Teaching and Capstone Seminar (1-12) Take 12 hours  
 EDEL 550 Effective Instruction in Elementary School Social Studies (3)  
 EDEL 602 Elementary School Practicum (1-3) Take 3 hours  
 EDF 500 Conceptions of Schooling (3)  
 EDRD 510 Achieving Effective Instruction in Developmental Reading (3)  
 EDRD 511 Elementary Reading Diagnosis and Individualization (3)  
 EDSE 430 Exceptional Student in the Elementary Classroom (2)  
 PSY 347 Educational Psychology for Elementary Teachers (3)  
 ET 501 Introduction to Applications of Educational Technology (3)  
 SCED 570 Teaching Science in the Elementary School (3)

**Note(s):** Applicants must have an overall 3.0 GPA for admission. If the grade point average is below 3.0, the applicant is required to take the Graduate Record Examination receiving a combined score of 900 on verbal and quantitative with a minimum of 400 on each test.

EDEL 520, EDEL 540, EDEL 550 and EDRD 510 must be taken at UNC. Students may petition for course equivalence consideration for a maximum of two classes. A maximum of 9 semester credit hours in 500-level numbered elementary education course requirements or electives may be applied as elective credit toward a graduate degree program in elementary education. EDEL 544 (Student Teaching) must be completed in grades K-6 in an elementary school setting.

#### Admission for Added Endorsement

Students seeking an added endorsement to teach at the elementary school level may apply to the program prior to any semester. All applicants wishing to count licensure hours toward a Master of Arts Teaching degree in Elementary Education must apply to the Graduate School for admission into the M.A.T. degree program at the same time he or she applies to the Post-Baccalaureate Licensure program in Elementary Education.

#### Required Credits — 40 hours

- CH 303 Health Education in the Elementary School (1)

- EDEL 525 Integrated Methods: Visual Arts, Music and Physical Education (1-3)  
 EDEL 544 Elementary Student Teaching and Capstone Seminar (1-12)(12)  
 EDEL 602 Elementary School Practicum (1-3)(3)  
 EDEL 620 Researched Applications for Instruction in Mathematics, K-9 (3)  
 EDEL 640 Instruction in Language Arts and Literacy in the Elementary School (3)  
 EDEL 650 Researched Application for Instruction in Social Studies, K-9 (3)  
 EDRD 612 Reading in the Elementary Schools (3)  
 EDRD 511 Elementary Reading Diagnosis and Individualization (3)  
 EDRD 614 Literature for Children, Adolescents and Young Adults (3)  
 SCED 671 Elementary and Middle School Science Curriculum (3)

**Note(s):**EDEL 544 (Student Teaching) must be completed in grades K-6 in an elementary school setting.

Oral Proficiency is required before placement for student teaching. "C" or better in COMM 100 and COMM 103 or equivalent course; OR Oral proficiency exam is offered by the School of Communication Studies.

For more information about the Post-Baccalaureate Licensure program in Elementary Education, stop by the School of Teacher Education in McKee, or call for an appointment with the Coordinator of this program.

## **EBS** ELEMENTARY EDUCATION, BRIDGE POSTBACCALAUREATE

### (Added Endorsement for Early Childhood licensed teachers)

The program is designed for individuals with Colorado Early Childhood Licensure wishing to add K-6 credentials as the second endorsement.

#### Admission Criteria

Valid Initial or Professional Colorado licensure with Birth-8 Early Childhood endorsement. Out of state applicants must obtain Colorado early Childhood licensure to be considered.

#### Courses — 10 credits

- ET 347 Educational Technology Applications for Elementary Teaching (1)  
 EDEL 500 Literacy and Social Studies in Intermediate Grades (3)  
 EDEL 501 Mathematics In The Intermediate Grades (1)  
 EDEL 502 Science In Intermediate Grades (1)  
 EDEL 503 Art, Music, And Drama In Intermediate Grades (1)  
 EDLD 505 Linguistically Diverse Students in Intermediate Grades (2)

#### Student Teaching — 6-7 credits

- EDEL 543 Intermediate Elementary School Practicum (1) (140 hours in the classroom in observation/participation role. Can be waived with teaching experience at the intermediate level or by taking EDEL 545.  
 EDEL 545 Elementary Student Teaching Intermediate Grades (6) (10 weeks student teaching experience in intermediate grades (4-6). Candidates who can document successful completion of a formal student teaching experience in an elementary classroom setting are exempt from this requirement.

## K-12, POST BACCALAUREATE LICENSURE (NON-DEGREE)

### Licensure Requirements

Must apply through the Graduate School. Applicants are encouraged to also apply for one of MA, MS or MAT degree programs.

### Prerequisites

- For students seeking first time licensure, a completed baccalaureate degree in one of the following majors: Sport and Exercise Science, Visual Arts or Music. Students will have their transcripts evaluated for major content; additional content classes may be required.

### Admission Licensure

- All applicants desiring to count licensure hours toward a Master of Arts or Master of Science degree in any area must apply concurrently to the Graduate School (for admission into the MA or MS degree program) and to the Post-Baccalaureate Licensure program in K12. An interview with an appropriate content advisor is required.
- Applicants must have an overall 3.0 GPA for admission. If the grade point average is below 3.0, the applicant is required to provide evidence of qualifications sufficient to pursue graduate education.

### Required Credits — 20 - 32 credit hours

EDF 500 Conceptions of Schooling (3)  
 EDFE 555 Supervised Student Teaching (9)  
 EDRD 523 Reading and Writing in the Content Areas (3)  
 EDSE 509 Strategies for Students with Exceptionalities (3)  
 PSY 500 Educational Psychology for Teachers (3)  
 One of the following Content Area Program of Studies:

### Physical Education (Sport and Exercise Science) — 49 credit hours

#### Content Courses

##### Outdoor Activity (select one)

- SES 125 Hiking (1)
- SES 127 Cross-Country Skiing (1)
- SES 128 Cycling (1)
- SES 130 Kayaking (1)
- SES 131 Orienteering (1)
- SES 135 Rock Climbing (1)
- SES 234 Mountain Biking (2)
- SES 235 Backcountry Skiing (2)
- SES 236 Technical Rock Climbing (2)
- SES 237 Paddle Sports (2)
- SES 238 Winter Wilderness Living (2)

##### Target Sport (select one)

- SES 111 Bowling (1)
- SES 113 Fly Fishing/Trap Shooting (1)
- SES 114 Golf (1)

##### Swimming (select one)

- SES 116 Water Safety Instructor (2)
- SES 118 Swimming (1)
- SES 120 Lifeguard Training (2)
- SES 133 Scuba Diving (1)
- SES 152 Swimming Conditioning (1)

##### The following 10 hours:

- SES 134 Self Defense (1)
- SES 200 Weight Training and Conditioning (1)
- SES 201 Track and Field (1)
- SES 209 Dance Activities (1)
- SES 240 Secondary Physical Education Content I (3)
- SES 243 Outdoor and Adventure Programming (3)

### PTEP Courses

- EDFE 170 Introduction to Field Based Experience (1-3)
- SES 266 Introduction to Physical Education as a Profession (3)
- SES 323 Motor Learning and Development (3)
- SES 338 Teaching Diverse Populations (3)
- SES 342 Teaching Health-Related Fitness (3)
- SES 440 Developing Pedagogical Skills in Elementary Physical Education (4)
- SES 442 Developing Pedagogical Skills in Secondary Physical Education (4)
- SES 612 Assessment in Sport Pedagogy (3)
- SES 614 Analysis of Teaching in Physical Education (3)

- SES 641 Instructional Strategies for Elementary School Physical Education (3)
- SES 642 Instructional Strategies for Secondary School Physical Education (3)
- SES 688 Legal Aspects of Sport (3)

### Music

#### Instrumental Track

#### Foundational Courses

- MUS 100 Recitals, Concerts and Productions (0), each semester
- MUS 113 Music Theory I (2)
- MUS 114 Aural Skills and Sight Singing I (2)
- MUS 115 Music Theory II (2)
- MUS 116 Aural Skills and Sight Singing II (2)
- MUS 143 Musical Styles and Context (3)
- MUS 213 Music Theory III (2)
- MUS 214 Aural Skills and Sight Singing III (1)
- MUS 215 Music Theory IV (2)
- MUS 216 Aural Skills and Sight Singing IV (1)
- MUS 243 History of Music I (3)
- MUS 244 History of Music II (3)

#### Vocal/General/Piano Track

#### Foundational Courses

- MUS 100 Recitals, Concerts and Productions (0), each semester
- MUS 113 Music Theory I (2)
- MUS 114 Aural Skills and Sight Singing I (2)
- MUS 115 Music Theory II (2)
- MUS 116 Aural Skills and Sight Singing II (2)
- MUS 143 Musical Styles and Context (3)
- MUS 213 Music Theory III (2)
- MUS 214 Aural Skills and Sight Singing III (1)
- MUS 215 Music Theory IV (2)
- MUS 216 Aural Skills and Sight Singing IV (1)
- MUS 243 History of Music I (3)
- MUS 244 History of Music II (3)

### PTEP Preparation Courses

#### Instrumental Track

- MUS 292 Marching Band (1)
- MUS 319 Instrumental Techniques and Conducting (1)
- MUS 320 Wind Literature, Pedagogy and Conducting (2)
- MUS 330 String Techniques (1)
- MUS 360 Voice Class (1)
- MUS 361 Single Reed and Flute Class (1)
- MUS 362 Double Reed Class (1)
- MUS 364 Brass and Percussion Class (2)
- MUS 492 Marching Band (1)
- Individual Performance (14)
- Major Ensemble (7)
- Piano Proficiency Examination (0)

### PTEP Preparation Courses

#### Vocal/General/Piano Track

- MUS 314 Guitar in the Classroom (1)
- MUS 323 Choral Techniques and Conducting (2)
- MUS 330 String Techniques (1)
- MUS 361 Single Reed and Flute Class (1)
- MUS 367 Materials and Techniques for Brass and Percussion (1)
- MUS 410 Vocal Pedagogy (2)
- Individual Performance (14)
- Major Ensemble (7)
- Private Piano is recommended
- Piano Proficiency Examination (0)

### Music PTEP Methods Courses

#### Instrumental Track

- MUS 210 Introduction to Music Education (1)
- MUS 310 Teaching General Music in Elementary Schools (2)
- MUS 312 Teaching Instrumental Music in Elementary Schools (2)
- MUS 317 Teaching Instrumental Music in Secondary Schools (2)
- MUS 325 Choral Methods and Literature for Elementary and Secondary Schools (1)
- MUS 331 String Pedagogy and Literature for the Instrumental Music Teacher (2)
- MUS 356 Marching Band Techniques (1)
- MUS 414 Contemporary Issues in Music Education (2)



MUS 450 Seminar in Student Teaching for Music Educators (1)

### Music PTEP Methods Courses

*Vocal/General/Piano Track*

MUS 210 Introduction to Music Education (1)

MUS 310 Teaching General Music in Elementary Schools (2)

MUS 311 Teaching General Music in Secondary Schools (2)

MUS 312 Teaching Instrumental Music in Elementary Schools (2)

MUS 324 Choral Conducting and Pedagogy for Elementary and Secondary Schools (2)

MUS 325 Choral Methods and Literature for Elementary and Secondary Schools (1)

MUS 414 Contemporary Issues in Music Education (2)

MUS 450 Seminar in Student Teaching for Music Educators (1)

### Art & Design — 66 credit hours

#### Foundations

ART 181 History of Art I (3)

ART 182 History of Art II (3)

ART 183 Art I (3)

ART 184 Art II (3)

ART 234 Drawing I (3)

#### Required Major Credits

ART 231 Painting I (3)

ART 261 Sculpture I (3)

ART 265 Jewelry (3)

ART 271 Basic Photography (3)

*Select one from the following*

ART 253 Intaglio Printmaking (3)

ART 254 Relief Printmaking I (3)

ART 356 Monotypes (3)

ART 308 Workshop in Art (1-4)

#### Elective Credits

Advanced Art History (4)

*Select one from the following*

ART 211 Ceramic Design (3)

ART 212 Wheel Throwing (3)

*Select one from the following*

ART 221 Fiber Design I (3)

ART 223 Weaving (3)

### Area of Concentration — Total 6 credits

A minimum of six credits (300 level or above) must be completed in one of the following areas of concentration: art history, ceramics, computer graphics, drawing, graphic design, painting, photographic imaging, photographic communications, printmaking, or sculpture.

### Professional Teacher Education Program (PTEP)

ART 248 Art for the Exceptional Child (2)

ART 340 Clinical Experience: K-12 Art (2) (recommend repeating for a total of 4 credits)

ART 440 Foundations of Art Education (3)

ART 441 Cultural Studies in the K-12 Curriculum (2)

ART 442 Curriculum and Instruction in Art: Studio Strategies (3)

ART 466 Visual Arts Student Teaching Seminar (1)

### General Requirements

Eng — with B or better

Comm — with C or better

**Note(s):** EDFE 555 cannot be used as hours toward a Master's Degree.

Post Baccalaureate Programs

A prospective Post-Bac Student must have completed a degree (BA, BS, etc.) in the corresponding subject area in order to enter the program. If you have a non-related degree, you must declare a "Second Bachelors Degree".



## LINGUISTICALLY DIVERSE EDUCATION

### K-12 Endorsement

#### Endorsement Requirements — 21 Credits

The graduate Linguistically Diverse Education Endorsement program was created to help teachers serve the growing number of English language learners in their classrooms, and to address the critical shortage of teachers who are eligible to apply for the Colorado Linguistically Diverse Education endorsement so that they can effectively educate students who are learning English as a new language. This program is offered for educators who already hold a teaching licensure or are enrolled in a teacher preparation program. The Linguistically Diverse Education program requires the completion of 21 semester hours. After the completion of the program, students must pass the ESL PLACE EXam to be eligible for the LDE state endorsement. Requirements for program admission include: Admission to the Graduate School; teaching licensure or enrollment in a teacher preparation program; at least 3 credits of previous literacy instruction; and evidence of familiarity with a second language.

### K-12 Education Linguistically Diverse Education Endorsement

#### Required Major Credits — 21 hours

EDLD 592 Second Language Acquisition Theory (3)

EDLD 593 Language, School and Society (3)

EDLD 594 Foundations of Language and Linguistics for ESL/Bilingual Educators (3)

EDLD 602 Teaching Linguistically Diverse Learners (3)

EDLD 603 Methods and Assessment for ESL and Bilingual Education (3)

EDLD 604 Field Experience in TESOL and Bilingual Education (3)

EDRD 612 Reading in the Elementary Schools (3)

*or*

EDRD 620 Reading in the Middle and Secondary Schools (3)

## **EBS** ORIENTATION AND MOBILITY (O&M) ENDORSEMENT

The orientation and mobility endorsement is designed to provide additional competencies for students completing their graduate licensure program in Special Education: Visual Impairment. Students must obtain faculty consent before enrolling in any mobility coursework. Students earning licensure in O&M through the Association for Education and Rehabilitation of Blind and Visually Impaired (ACVREP) must complete the following coursework in addition to the Visual Impairment program requirements.

### **Endorsement Requirements — 15 Credits**

EDSE 547 Individual Instruction in Orientation and Mobility (3)

EDSE 647 Assessment and Methods in Orientation and Mobility (3)

EDSE 648 Practicum in Orientation and Mobility (9)

## **EBS** PRINCIPALS' LICENSURE (NON-DEGREE)

### **Licensure Requirements — 27 Credits**

The principals' licensure program provides opportunities to acquire knowledge about leadership in P-12 educational settings. The program is designed according to the Standards for Principals through the Colorado Department of Education and State Board of Education. Program requirements include 27 semester hours of coursework including a field experience.

See "Principals' Licensure (Non-Degree)" on page 5.

### **Leadership Core — 12 hours**

ELPS 601 Leadership Development Through Inquiry (3)

ELPS 603 Shaping Organizations: Management and Leadership in Education (3)

ELPS 604 Understanding People: Professional Development and Educational Leadership (3)

ELPS 605 External Environments: Social, Political, and Economic Influences in Educational Leadership (3)

### **Additional Requirements — 15 hours minimum**

ELPS 606 Internship in Educational Leadership (6)

ELPS 654 Instructional Leadership and Supervision (3)

ELPS 660 Law and the Administrator (3)

ELPS 670 The Principalship: Leadership at the School Site Level (3)

## **EBS** READING (Select from two endorsements)

### **Licensure Requirements — 29-56 Credits**

See "Reading Licensure Endorsement Requirements" on page 70.

## **Reading Specialist, Added Endorsement**

### **Endorsement Requirements — 56 hours**

The K-12 Reading Specialist endorsement is designed to prepare students to: 1) provide professional guidance and expertise to school and/or district literacy curriculum, instruction, and assessment programs; 2) develop and conduct inservice programs related to literacy teaching and learning; 3) team teach with classroom teachers; 4) serve as an in-class consultant, collaborator, and/or coach with classroom teachers; and 5) to provide professional guidance and expertise regarding the instructional needs of children with reading/literacy difficulties. As required by the State of Colorado, the K-12 Reading Specialist endorsement program is designed to be a sixth year graduate program of studies. Equivalent graduate courses may be waived by the student's assigned advisor. Most students entering the program will have a Master of Arts degree in Reading and/or a Reading

Endorsement at the Elementary or Secondary level. Students in the K-12 Reading Specialist program are required to obtain the alternate endorsement in Reading.

### **K-12 Specialist:**

To successfully complete the K-12 Reading Specialist academic program an applicant must:

- Have successfully completed graduate studies in the teaching of reading to qualify for Reading Teacher endorsement at both the elementary and secondary levels. An elementary or secondary Reading Teacher shall have completed preparation in reading at the level alternate to the initial Reading Teacher endorsement.
- Have completed all course requirements with a letter grade of "B" or better.
- Pass the Colorado PLACE Test for Reading Teacher endorsement.

### **Required Literacy Courses — 32 hours**

EDRD 612 Reading in the Elementary Schools (3)

EDRD 614 Literature for Children, Adolescents and Young Adults (3)

EDRD 617 Evaluation and Improvements of Literacy Teaching and Learning (4)

EDRD 620 Reading in the Middle and Secondary Schools (3)

EDRD 642 Teaching the Writing Process in Schools (3)

EDRD 645 Reading Research (3)

EDRD 670 Directing a School-Wide Reading/Literacy Program (3)

EDRD 692 Clinical Practicum in Literacy Coaching (4)

Select one of the following courses

EDRD 694 Reading Center Internship: Adult Reading, Literacy and/or Supervision (3)

EDRD 701 Advanced Practicum in Literacy (3)

Select one of the following courses:

EDRD 622 Directed Study (3) (Content to be determined with Advisor)

### **Required Support Courses — 24 hours**

EDEL 620 Researched Applications for Instruction in Mathematics, K-9 (3)

SRM 600 Introduction to Graduate Research (3)

SRM 670 Evaluation: Models and Designs (3)

EDLD 602 Teaching Linguistically Diverse Learners (3)

EDLD 603 Methods and Assessment for ESL and Bilingual Education (3)

ELPS 662 Design and Delivery of Professional Development (3)

Select one of the following courses:

EED 541 Methods and Materials for Teaching Language and Composition in the Secondary School (3)

EDEC 670 Curriculum and Instruction in Early Childhood and Primary Education (3)

EDEL 612 Elementary School Curriculum (3)

EDSE 500 Field of Special Education (3)

EDSE 501 The Exceptional Learner (3)

## Reading Teacher K-12, Added Endorsement

### Endorsement Requirements — 29 hours

The Reading Teacher endorsement is designed to prepare students to: 1) provide professional guidance and expertise to school literacy curriculum, instruction and assessment programs; 2) serve as a literacy coach to classroom teachers; 3) to work with students experiencing literacy difficulties; and 4) to provide professional guidance and expertise regarding the instructional needs of children with reading and literacy difficulties. As required by the State of Colorado, the Reading Teacher endorsement program is designed to be a fifth year graduate program of studies. Equivalent graduate courses may be waived by the student's assigned advisor.

### Reading Licensure:

To successfully complete the Reading Teacher endorsement program, an applicant must complete all courses with a letter grade of "B" or better. To receive the Reading Teacher endorsement from the State of Colorado, the applicant must also:

- Have successfully completed two or more years of teaching experience in an accredited and/or established elementary or secondary school (at the level of application) while holding a Type A or equivalent certificate.
- Pass the Colorado PLACE Test for Reading Teacher endorsement.

### Elementary and Secondary Reading Endorsement Requirements — 29 hours

#### Required Reading Credits – 29 hours

EDRD 611 Language, Literacy and Cognitive Development (3)

EDRD 612 Reading in the Elementary Schools (3)

EDRD 614 Literature for Children, Adolescents and Young Adults (3)

EDRD 617 Evaluation and Improvements of Literacy Teaching and Learning (4)

EDRD 620 Reading in the Middle and Secondary Schools (3)

EDRD 642 Teaching the Writing Process in Schools (3)

EDRD 645 Reading Research (3)

EDRD 670 Directing a School-Wide Reading/Literacy Program (3)

EDRD 692 Clinical Practicum in Literacy Coaching (4)



## SCHOOL LIBRARY ENDORSEMENT (K-12 ADDED ENDORSEMENT)

### Endorsement Requirements — 26 Credits

The graduate non-degree program in School Library Education presently includes the School Library Endorsement K-12 added endorsement. This endorsement is required of those who intend to obtain professional level employment in Colorado K-12 school libraries, learning resource centers or media centers.

Applicants seeking a K-12 added endorsement for School Librarian by the State of Colorado Department of Education must meet the following requirements:

- Hold a Type A teaching license (or equivalent) teaching license;
- May or may not have classroom teaching experience and/or school media experience, while holding a valid Type A or professional teaching license or equivalent certificate;
- Have completed an approved graduate degree or (non-degree) program in School Library Education in an accepted institution of higher education including field experiences in an elementary and secondary school library.
- Successfully pass the required state proficiency examination.

The UNC School Library Endorsement program has been designed to meet or exceed competency requirements set by the Colorado Department of Education. Students who do not already hold an M.A. degree who are interested in obtaining a Teacher Librarian Endorsement should investigate the M.A. program in School Library Education. The major difference between the M.A. and the added K-12 Endorsement is 6 additional hours.

Students wishing to obtain Colorado licensure in this area are required to pass the required state proficiency examination. Endorsements are granted by the Colorado Department of Education upon the recommendation of the UNC Licensure Officer. Students should contact the School of Teacher Education in McKee 216 for licensure information. All coursework completed will be assessed by the UNC Licensure Officer prior to licensure acceptance. Students should be prepared to present evidence of course appropriateness (e.g., a copy of the course description and transcripts).

Courses taken at other accredited institutions within the preceding 5 years may be accepted in lieu of courses taken at UNC. However, these courses will be assessed by the UNC Graduate Evaluator before acceptance. Students should be prepared to present evidence of course appropriateness (e.g., a copy of the course description).

ET 502 Instructional Design (3)

ET 503 Computers in Education (3)

ET 533 Information Literacy & Reference (3)

ET 535 School Library Administration and Leadership (3)

ET 538 Selection, Evaluation, & Utilization of Library Materials & Cataloging (3)

ET 694 Elementary School Library Internship (1)

ET 696 Secondary School Library Internship (1)

SRM 600 Introduction to Graduate Research (3)

EDRD 611 Language, Literacy and Cognitive Development (3)

EDRD 614 Literature for Children, Adolescents and Young Adults (3)

**Note(s):** For licensure purposes, the Colorado Department of Education requires students to complete two field experiences in an elementary and/or either a middle or secondary school library.

EBS

## SECONDARY EDUCATION, POST BACCALAUREATE (NON-DEGREE)

For students seeking first time licensure, a completed baccalaureate degree in one of the following majors: Biology, Chemistry, Communications (Speech), Earth Science, English, French, Geography, German, History, Mathematics, Physics, Social Science, Spanish, Theatre Arts. Students will have their transcripts evaluated for major content; additional content classes may be required. The program includes a combination of on-campus and extended studies courses.

### Admission requirements

All applicants wishing to count licensure hours toward a Master of Arts degree in any area must apply to the Graduate School for admission into the MA or MAT degree program at the same time he or she applies to the Post-Baccalaureate Licensure program in Secondary Education.

Applicants must have a 3.0 GPA for admission in the last 60 credit hours of course work.

Different areas may have various content courses GPA requirements. An interview with an appropriate content advisor is required.

### Required PTEP Core Credits — 27 hours

EDF 500 Conceptions of Schooling (3)

EDFE 125 Admission to PTEP Application, Post baccalaureate (0) Includes proof of oral and written proficiency.

EDFE 130 Student Teaching Application (0)

EDFE 554 Secondary Practicum

EDFE 555 Supervised Student Teaching (9)

EDRD 523 Reading and Writing in the Content Areas (3)

EDSE 509 Strategies for Students with Exceptionalities (3)

ET 501 Introduction to Applications of Educational Technology (3)

PSY 500 Educational Psychology for Teachers (3)

One of the following Content methods courses or sequences:

EED 341 Methods and Materials for Teaching Language and Composition in the Secondary School (3)

or

EED 541 Methods and Materials for Teaching Language and Composition in the Secondary School (3)

and

EED 402 Methods for Teaching Literature in Secondary Schools (3)

or

EED 502 Methods for Teaching Literature in Secondary Schools (3)

or

FL 341 Methods of Teaching in the Secondary School (3)

or

SOSC 341 Teaching Secondary Social Studies (3)

and one of the following:

GEOG 410 Teaching Geography in Secondary Curriculum (1)

HIST 400 Teaching History in the Secondary Curriculum (1)

or

MED 441 Methods of Teaching Mathematics (3)

or

SCED 441 Methods of Teaching Secondary School Science (3)

or

THEA 385 Methods of Teaching Drama (3)

For "Post-Baccalaureate and Post-Master's Licensure Programs" on page 82

EBS

## SPECIAL EDUCATION ADMINISTRATION LICENSURE (NON-DEGREE)

### Licensure Requirements — 28-39 Credits

The Special Education Administration endorsement program is designed to prepare students to become special education administrators. The endorsement is a post-master's licensure and all students must have completed a master's degree at an accredited institution. Students are admitted to the program if they meet the admission requirements of the Graduate School, are teacher licensed and have completed three years of successful teaching experience or its equivalent. In addition to the admission requirements, a student must hold or be eligible for Colorado licensure as Special Education Generalist Teacher or the equivalent.

The course of study is a highly individualized program based on the background of the student and is designed to provide broad knowledge base for all areas of special education. Depending upon the licensure of the student, a program is designed to provide an in-depth knowledge of the field of special education, emphasizing the wide variety of needs of special children with regard to delivery systems, evaluation, programming, identification, finance, law and due process.

### Required Major Credits — 28-39 hours

EDSE 510 Foundations of Special Education (3)

EDSE 511 Learning Environments and Cultural Considerations (3)

EDSE 512 Assessment, IEP Development, and Instructional Planning (3)

*Special Education Administration (22-33 hours)*

EDSE 680 Administration and Supervision of Special Education (3)

EDSE 681 Administrative Planning and Program Evaluation in Special Education (3)

EDSE 718 Advanced Seminar in Education of Students with Hearing and/or Visual Handicaps (3)

EDSE 730 Externship in Special Education (1-12)

ELPS 650 School Finance and Budgeting (3)

ELPS 654 Instructional Leadership and Supervision (3)

ELPS 660 Law and the Administrator (3)

**Note(s):** Students wishing to obtain Colorado licensure in this area are required to pass proficiency examination(s). Students should contact the School of Teacher Education or the Department of Educational Foundations and Curriculum Studies in McKee for information.

### Gifted and Talented Specialist Endorsement

The graduate level endorsement program for the Gifted and Talented Specialist prepares teachers at the elementary and secondary level to work with gifted and talented students in order to help them develop their full potential. The program leads to recommendation for Colorado Department of Education's Gifted and Talented Specialist endorsement. The Gifted and Talented Specialist is required to pass the approved PLACE exam prior to licensing. The program consists of the required courses and practicum requirements agreed upon by the student and advisor. If a student enters the endorsement program for Gifted and Talented Specialist without a current teacher licensure, s/he is required to complete additional admission requirements and course requirements listed under Professional Teacher Education.

### Endorsement Requirement — 24-27 hours

EDSE 682 Foundations in Gifted Education (3)

EDSE 683 The Gifted Learner: Nature and Needs (3)

EDSE 684 Assessment and Identification in Gifted Education (3)

EDSE 685 Curriculum & Instructional Practice in Gifted Education (3)

EDSE 686 Emotional and Social Development of the Gifted and Talented (3)

EDSE 687 Program Strategies and Services For the Gifted and Talented (3)

EDSE 688 Communication and Leadership in Gifted Education (3)

EDSE 691 Practicum in Teaching the Gifted and Talented (1-12) Take 3-6 hours\*

**Note(s):** \*Number of hours determined by advisor based on candidates; prior background and experiences in Gifted and Talented education.



## OTHER GRADUATE DEGREE PROGRAMS

### INTERDISCIPLINARY STUDIES: GRADUATE INTERDISCIPLINARY DEGREE

The Graduate Interdisciplinary Degree Program is designed to be a rigorous, quality program providing the opportunity to qualified students to meet career goals by combining two or more disciplines into a single degree program. To ensure the quality of the program, the student will require close supervision, participation, and coordination from all assigned committee members of each discipline concerned. It is imperative that the program be truly interdisciplinary and represent an integration of the subject matter of the component disciplines. Programs that parallel other degree programs are not acceptable as interdisciplinary degree programs. Applicants for the Graduate Interdisciplinary Degree Program are encouraged to consult with the Graduate School prior to submitting their applications. Applicants must follow the student administered application procedure. The complete application packet should include the following:

#### Interdisciplinary Admission Application

1. The degree application returned with the appropriate non-refundable application fee.
2. One official copy of the applicant's transcripts from all colleges or universities attended (except UNC).
3. If applying for a doctoral program, one official copy of the applicant's GRE General Test scores (not more than five years - 1,825 calendar days old) sent from Educational Testing Service to the Graduate School. A student copy of the GRE results will be accepted in the packet for processing to the program area for screening. No admission will be granted until the official GRE report is received from Educational Testing Service.
4. Three letters of recommendation from appropriate professional sources attesting to the applicant's ability to pursue the intended graduate interdisciplinary program.
5. A detailed written statement of career goals and objectives and a rationale for pursuing the proposed interdisciplinary program. This must be a compelling statement clarifying why no single existing degree program could satisfy these goals.
6. Identification of two primary disciplines which will be combined in the proposed program. At least one of the primary disciplines listed must offer a program leading to the desired degree, (i.e. MA, MAT, MM, MPH, MS, DA, or Ed.D.). Secondary disciplines may also be included.
7. A current resume that summarizes academic and professional experiences, activities, publications, and other pertinent information.

**Preliminary Review.** The Graduate Interdisciplinary Degree Coordinating (GIDP) Committee, comprised of interdisciplinary coordinators from each college, conducts a mid-semester preliminary review of all completed applications from individuals who satisfy the minimum admission requirements of the Graduate School. Applicants who do not meet the minimum admission requirements of the Graduate School will be denied admission (see this Catalog for admission standards for each degree level).

If the GIDP Committee finds the application to have merit, the Graduate School forwards the application materials to the appropriate GIDP College Coordinator who contacts the disciplines for their evaluation and recommendation. If the GIDP Committee finds the application to lack merit or compelling rationale for interdisciplinary studies, the Graduate School notifies the applicant of the committee's concerns. Those applicants who receive such notification may resubmit their application materials after addressing the concerns of the GIDP Committee.

Upon receipt of the application materials from the Graduate School, the GIDP College Coordinator and the faculty in the appropriate disciplines evaluate the application and recommend to the Graduate School that the applicant be

granted or denied provisional admission status. Each discipline recommending provisional admission must designate an advisor.

All disciplines included in the proposal must recommend provisional admission and must designate graduate faculty advisors before the Graduate School confers provisional admission status.

**Program Criteria.** The Plan of Study must meet the following criteria:

1. If the graduate faculty advisors determine a student has any deficiencies in his/her background, the proposal must list the course work necessary to alleviate those deficiencies. (Deficiency courses must be completed at the earliest possible date).
2. SRM 600 or one of the research oriented substitute courses approved by the Graduate Council (master's) or a 12 hour research core (doctoral) must be proposed. The proposal must also contain at least one additional research methods, statistics, or applied research course (i.e. computer science, tests/measurements, etc.).
3. **Secondary disciplines** (divisions/schools) are defined as those disciplines in which nine (9) to eleven (11) semester hours of course work are proposed at the master's levels or those disciplines in which nine (9) to fourteen (14) semester hours of course work are proposed at the doctoral level. If identified in the program proposal, these disciplines must assign an advisor and approve the selected course work.
4. Proposed courses must be offered with sufficient frequency to allow completion of the degree requirements within a reasonable amount of time, e.g. two years for a thirty (30) semester hour program or three to four years for a sixty-four (64) semester hour program. Furthermore, research and library resources must be available to facilitate the completion of the thesis, if applicable, or dissertation.
5. No more than one-third of the proposed courses may be double-numbered courses offered simultaneously toward undergraduate and graduate students.
6. No more than nine (9) semester hours, individually or in combination, of courses numbered 508, 513, or 622 may be proposed or counted in the degree program.
7. Program proposals must conform to all other Graduate School policies and procedures, e.g. transfer of credit. Prior to submission to the Graduate School, the *Graduate Interdisciplinary Degrees Plan of Study* form must be signed by the student, all graduate faculty advisors, and all primary and secondary school directors. Until an approved plan of study is filed with the Graduate School, a hold is placed on an interdisciplinary student's ability to register for classes.
8. **Master's Degree:** Proposed course work must equal at least thirty (30) semester hours of graduate level courses plus any deficiency credits.

At least twelve (12) semester hours of graduate level course work must be proposed in each of at least two primary disciplines. Courses numbered 622 and 699 may not be used to meet this requirement.

If a thesis is proposed, the thesis must be a minimum/maximum of six (6) semester hours.

One of the designated advisors must be named as the Program Advisor.

9. **Doctoral Degree:** Proposed course work must equal at least sixty-four (64) semester hours beyond a master's degree excluding any deficiency credits. If an applicant does not hold a master's degree, the proposed course work must equal at least ninety-four (94) semester hours.

At least fifteen (15) semester hours of graduate-level course work must be proposed in each of at least two primary disciplines. If an applicant does not hold a master's degree, the proposed course work in each of at least two primary disciplines must equal a minimum of eighteen (18) semester hours. Courses numbered 622, 797 and 799 may not be used to meet this requirement.

The plan of study must include four (4) semester hours of

proposal (797) and twelve (12) semester hours of doctoral dissertation (799).

When there are only two primary disciplines proposed, one of the two designated graduate faculty advisors must be named as the program advisor. In addition, the two designated advisors and the student must recommend at least one additional graduate faculty advisor, subject to approval by his/her school director and the Dean of the Graduate School.

**Regular Admission.** Upon receipt of the completed *Graduate Interdisciplinary Degrees Plan of Study* form, the Graduate School will forward the form and the original application materials to the GIDP Committee for final review. The student, the graduate faculty advisors, and the primary and secondary schools will be notified by letter regarding program approval or disapproval. If approved, the student will be granted regular admission. NOTE: Until such a letter is received, the student remains on provisional admission status. The decision of the GIDP Coordinating Committee and the Dean of the Graduate School shall be final.

**Advising.** Together, the graduate faculty advisors are known as the program advisory committee. It is the responsibility of the program advisory committee to assist the student in planning and coordinating the degree program. Any deviation from the approved proposal must be approved in advance by the program advisory committee and the Graduate School.

**Committees.** At the doctoral level, the Program Advisory Committee plus a graduate faculty representative appointed by the Dean of the Graduate School shall serve as the doctoral committee. The doctoral dissertation proposal and dissertation shall be under the supervision of a research advisor who is a member of the graduate faculty and holds doctoral research endorsement.

**Comprehensive Examinations.** Each interdisciplinary degree program student must pass a written comprehensive examination which is designed, administered, and evaluated by the Program Advisory Committee and by other qualified individuals as identified by the program advisor. All doctoral students must also pass an oral comprehensive examination (see the "Comprehensive Examination Sections" of this Catalog for further details).

All Graduate School policies apply to interdisciplinary students.

# POST BACCALAUREATE AND POST MASTER'S LICENSURE PROGRAMS

## ABOUT POST BA AND POST MA PROGRAMS

For more information, please see "About Post BA and Post MA Programs" on page 82

## LIST OF LICENSURE PROGRAMS

### Elementary Education

- "Elementary Education, Post-Baccalaureate (Non-Degree)" on page 221 (Non-Degree)

### Secondary Education

- "Biological Sciences B.S." on page 90
- Chemistry B.S. on page 95
- "Communication Studies B.A." on page 97
- "Earth Sciences B.S." on page 99
- "English B.A." on page 101
- "Foreign Languages B.A." on page 102
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- "Theatre Arts B.A." on page 131

### K-12 Education

- Music Education B.M.E. on page 117
  - Instrumental Music Education
  - Vocal Piano and General Music Education
- Sport and Exercise Science B.S. on page 129
  - Physical Education (Contact the SES program for specific requirements.)
- Art & Design B.A. on page 88

### Other Endorsements

UNC also provides Colorado State Board of Education approved programs for special services, added endorsements, and school administration in the following areas:

- "Administrators' Licensure: District Level Leadership (Non-Degree)" on page 220 (Non-Degree) (K-12)
- "Bilingual Education (English/Spanish), Post-Baccalaureate" on page 220 (Added Endorsement)
  - K-12 Education Endorsement
- "Audiology Au.D." on page 199 (Audiologist, 0-21)
- "Nursing B.S." on page 118
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- "School Counseling M.A." on page 191
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- "School Library Endorsement (K-12 Added Endorsement)" on page 225 (K-12 Added Endorsement)
- "Special Education Administration Licensure (Non-Degree)" on page 226 (Non-Degree) (K-12)
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### Course Designations

Each course is assigned a prefix that identifies the discipline, field or program offering the course. For example, course numbers in Mathematics are preceded by MATH; and courses in Visual Arts are preceded by ART.

Five groups are identified by course numbers, generally to indicate the difficulty of a course and its location on a continuum of study that leads to general mastery of the content and methodology of a discipline:

- Basic skills courses - 001 through 099 range are not counted in cumulative credits, total credits toward graduation or grade-point-average. These courses are designed to teach students academic skills and general competencies necessary to succeed in college.
- Lower division courses - the 100 range for freshmen and the 200 range for sophomores.
- Upper division courses - the 300 range for juniors and the 400 range for seniors.

- Master's level courses - the 500 and 600 ranges. Juniors and seniors with a cumulative grade-point-average of 3.00 or higher may be admitted to 500-level courses but no undergraduates may be admitted to course numbers above the 500 range.
- Doctoral and Specialist level courses - the 700 range.

Courses with variable titles may have additional prerequisites assigned to specific sections scheduled.

Occasionally, courses that do not appear in the Catalog may appear in the Schedule of Classes. These course numbers end in "98" and are considered experimental. For example, an experimental course in geology might be GEOL 398. Courses ending in "98" cannot be used to meet Liberal Arts Core requirements.

**Courses bearing the designation "gtP" are in gtPathways, Colorado's Guaranteed Transfer Program. These courses are guaranteed to transfer to all Colorado institutions of higher education.**



## AFS — AFRICANA STUDIES

### AFS 100 Introduction to Africana Studies (3)

Reviews the emergence of Africana Studies as an interdisciplinary field and also presents a rudimentary panorama of African American history. Methodological questions and intellectual debates within the field are introduced. (LAC, gtP)

### AFS 101 Development of Black Identity (3)

Addresses social conditions that lead to formation of black identity in America. Of special interest are Negro-to-Black conversion experience, concept of racism, subordination and role of Afro-American culture. (LAC, gtP)

### AFS 102 The Black Woman in America (3)

Review the contributions of African American women historically in this country in the areas of social and political struggle, education, business, science and sports.

### AFS 104 Survey of Africa (3)

Explores the geography, culture, philosophy, history, art, politics, economics, women and literature of Africa.

### AFS 201 African American History I (3)

A survey of the black experience from the African homeland to initial capture, enslavement and emancipation – 1619 - 1865. (LAC, gtP)

### AFS 202 African American History II (3)

Examines the lives of African Americans from emancipation to the present. (LAC, gtP)

### AFS 205 Survey of African American Literature (3)

Literature by people of African descent receives selective attention: African, Latin American, Caribbean, African American works are explored. Genres: political tract, novel, essay, autobiography, folk literature considered at various historical junctures. (LAC, gtP)

### AFS 230 Black Women in Literature (3)

A study of black women writers in Africa and the African Diaspora.

### AFS 240 Dynamics of Racism (3)

Racism, its social connection to human physical difference (i.e. race) studied. References made to African/European relations, development of racist thought, major sociological models used in United States, re: race relations.

### AFS 310 African Americans and U.S. Education (3)

This course introduces students to the history of African American diverse educational experiences and accomplishments within the U.S. educational system. Students will be able to articulate the historical, economical, social and political precedents when examining contemporary educational issues and policy.

### AFS 340 The Black Family (3)

A social system approach to the study of the African American family, dynamics of family relationships and effects of social, political and economic institutions on black family life.

### AFS 360 Routes of Black Music (3)

The historical, thematic and stylistic development of black music from ancient Africa to the present.

### AFS 386 Political Economy of Modern Africa (3)

Comparison of various nationalist movements of the African Continent that led to liberation and independence.

### AFS 395 Aspects of the African-American Experience (3)

Topics include Afro-American cultures, black psychology and black media. Repeatable, under different subtitles.

### AFS 396 African and African American World Views (3)

African and African American world views. A study of the philosophy of people of African descent from ancient Africa to the New World.

### AFS 399 Community Study Project (1-4)

Do field work in a community-based project in housing, education or social services. Repeatable, maximum of four credits.

### AFS 420 Black Politics (3)

Examine the concept of Black Power within the context of American government and laws. The case of the black mayor in an urban environment is carefully assessed, presenting obstacles and opportunities.

### AFS 422 Directed Studies (1-4)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

### AFS 456 The Black Church and Religious Traditions (3)

Investigates the role of the Black Church in the development of the African American family, philosophy and leadership style from slavery to the present.

### AFS 490 Seminar in Africana Studies (3)

Prerequisites: AFS 100, AFS 104, AFS 201, AFS 202 or consent of instructor. Preparation for advanced reading and research in Africana Studies. Topics address theories, research methodology and issues of current interest in Africana Studies research. Consultation required on research project chosen by student.

## ANT — ANTHROPOLOGY

### ANT 100 Introduction to Anthropology (3)

An introduction to archaeology, physical and cultural anthropology and linguistics, emphasizing the comparative approach and an evolutionary perspective. (LAC, gtP)

### ANT 110 Introduction to Cultural Anthropology (3)

A course in the concept of culture, how cultural processes work, variation in cultural practices, the method of cross-cultural comparison and culture change. (LAC, gtP)

### ANT 120 World Archaeology (3)

A broad background in prehistoric archaeology reviewing important sites around the world. Emphasis will be on anthropological interpretation of archaeological materials, the evolution of past cultures and cultural processes. (LAC, gtP)

### ANT 130 Introduction to Physical Anthropology (3)

A course in evolutionary theory, primate biology, human paleontology, and human adaptation; focusing on the evolution of humans and the impact of culture on our evolutionary biology.

### ANT 210 Field Methods in Cultural Anthropology (3)

Prerequisite: ANT 100 or ANT 110. Introduction to fieldwork methods in cultural anthropology. Study ethnographic techniques through first-hand investigation of other cultures.

### ANT 212 North American Indians (3)

Survey the culture areas of Native American groups in North America, with a focus on the United States. (LAC, gtP)

### ANT 220 Archaeological Research Methods (3)

Prerequisite: ANT 100 or ANT 120 or equivalent. Review field methods and laboratory techniques utilized in prehistoric archeology. Topics include locational analysis, stratigraphy, typological analysis, dating techniques and research publication.

### ANT 221 Archaeology of Colorado & Beyond (3)

Study of Colorado Native American peoples from ancient mammoth hunters to those encountered by the first Spanish explorers. Environmental and cultural adaptations emphasized. (LAC)

### ANT 230 Anthropometrics (3)

Learn skills of measuring and analyzing information on human biological variability. Topics include the analysis of physique, habitual activity analysis, health screening and statistical techniques for describing samples of data.

### ANT 313 Modernization and Development (3)

Prerequisite: ANT 100 or ANT 110. Study the processes by which cultures change and modernize, focusing on economic, political, legal and symbolic concerns in developed and developing nations.

### ANT 314 Anthropology of Sex and Gender Diversity (3)

Study biologically and culturally determined gender role differences by comparing sex-related behavior in a variety of cultures.

**ANT 315 Life History and Culture (3)**

A course in ethnographic writing focusing on methods of life history/life cycle research and analysis. Students will learn cultural interviewing techniques and will complete a written life history.

**ANT 317 Contemporary Native American Issues (3)**

Deals with the cultural, historical, social, political and legal analysis of the status of contemporary American Indians in the United States.

**ANT 321 Archaeology of North America (3)**

Prerequisites: ANT 100 or ANT 120, or equivalent. Study selected prehistoric American Indian cultures with an anthropological focus. This course covers the time from the peopling of the New World to European discovery.

**ANT 323 Ancient Civilizations (3)**

Prerequisite: ANT 100 or ANT 120 or equivalent. A comparative study of the rise of state societies throughout the world with focuses on the Near East, Africa, Asia, South America and Mesoamerica.

**ANT 325 Fieldwork in Archaeology (4)**

Prerequisite: ANT 100 or ANT 120 or equivalent. Required laboratory arranged. Introduction to archaeological field methods through participation in an archaeology field experience for four weeks during the summer. Participation fee.

**ANT 330 Forensic Anthropology (3)**

Prerequisite: ANT 130 or ANT 120 or CRJ 110 or equivalent. Required laboratory arranged. A course in human osteology emphasizing skeletal anatomy and the identification of age, sex, stature, pathology and race in skeletal material. Archaeological, paleontological and forensic applications will be presented.

**ANT 355 Anthropology of Health and Healing (3)**

The study of human health as a result of relationships within a population, between neighboring populations and among the life forms and physical components of a habitat.

**ANT 395 Topics in Cultural Anthropology (3)**

Prerequisite: ANT 100 or ANT 110. Study of a global theme (art, religion, etc.) as represented in a variety of subsistence technologies and/or world cultures. Repeatable under different sub-titles; maximum of 9 credits.

**ANT 408 Workshop in Anthropology (3-12)**

Consent of instructor. Topics in practicing anthropology. Group experiences in working on selected problems in anthropology. Repeatable, under different subtitles.

**ANT 421 Prehistoric Europe (3)**

Prerequisite: ANT 120 or ANT 220 or equivalent. The course covers Europe's earliest archaeology from 800,000 to 10,000 years ago. It begins with Europe's earliest humans-Homo antecessor, its later Neanderthals, and concludes with Late Ice Age artists.

**ANT 422 Directed Studies (1-4)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**ANT 430 Human Evolutionary Anatomy (3)**

Prerequisites: ANT 100 or ANT 120 or ANT 130 or consent of instructor. A detailed study of the structure and functions of the human musculoskeletal system in a comparative and evolutionary perspective.

**ANT 470 Seminar in Anthropology (3)**

Prerequisite: ANT 100, ANT 110 or ANT 130. A seminar exploring diverse topics surrounding the question of defining human nature. Repeatable, maximum of nine credits under different subtitles.

**ANT 492 Internship (3-12)**

Prerequisites: 9 hours of ANT courses. Anthropological field experiences in ethnology, museology, education, government or politics. Repeatable, maximum of 12 credits.

**ANT 508 Workshop (1-3)**

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

**ANT 525 Fieldwork in Archaeology (4)**

Prerequisite: ANT 100 or ANT 120 or equivalent. Required laboratory arranged. Introduction to archaeological field methods through participation in an archaeology field school experience. Students will participate in an on-going archaeological research project for four weeks during the summer. Participation fee.

**ANT 622 Directed Studies (1-4)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**APCE — APPLIED PSYCHOLOGY AND COUNSELOR EDUCATION**

**APCE 468 Psychology of Women (2)**

Theory and psychological issues influencing gender identity such as definitions of abnormality, achievement and interactional influences upon development.

**APCE 508 Workshop (1-3)**

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

**APCE 513 Professional Renewal (1-3)**

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded. Repeatable, under different subtitles.

**APCE 558 Abnormal Psychology (3)**

Graduate students only. Study of abnormal behavior, causes, symptoms, characteristics, classifications, prevention and treatment.

**APCE 559 Introduction to Clinical Hypnosis (2)**

Prerequisites: APCE 612 or equivalent. Consent of instructor. Graduate students only. Introduction to techniques and applications of hypnosis in academic and mental health settings. Achievement of competence with basic hypnotic techniques and their appropriate utilization in psychotherapeutic processes.

**APCE 565 Psychology of Prejudice (3)**

Graduate students only. Understand the nature of prejudice, including origins, causes, consequences and dynamics; increase understanding of others and diminish prejudice; develop and enhance cultural competencies for persons in the helping professions.

**APCE 566 At Risk Students: Opportunities and Strategies (3)**

Gain knowledge and understanding of "high risk students" and expand the teachers' repertoire of skills when educating at risk students. Prevalence, family characteristics and systems, and successful strategies will be studied.

**APCE 568 Psychology of Women (2)**

Graduate students only. Theory and psychological issues influencing gender identity such as definitions of abnormality, achievement and interactional influences upon development.

**APCE 601 Practicum (1-3)**

Consent of instructor. Majors only. Open by invitation to graduate students. Supervised professional activity in student's major field; approximately 37.5 clock hours of work per credit. S/U graded. Repeatable, maximum of three credits.

**APCE 602 Foundations of School Counseling (3)**

Study the conceptual foundation of the counseling and school counseling professions including history, philosophy, principles and trends. Includes functions of counselors, administrators, teachers and parents in meeting students' needs.

**APCE 603 Counseling Children and Adolescents (3)**

Prerequisites: APCE 607. A comprehensive study of therapeutic approaches and techniques for children and adolescents. The course focuses on the therapeutic involvement of significant others with children in a variety of settings.

**APCE 605 Group Laboratory Experience (1)**

Co-requisite: APCE 606 or APCE 662. Consent of coordinator. Provides an opportunity to participate in a group experience. S/U graded.

**APCE 606 Theories and Practices in Group Guidance (3)**

Prerequisites: APCE 602 and APCE 607. Co-requisite: APCE 605. Majors only. Must be taken at site of admission. Study theories and methods of group counseling including applications in school settings for educational planning, career decisions and interpersonal relations, and forming and facilitating guidance groups in educational settings.

**APCE 607 Theories of Counseling (3)**

Majors only or consent of instructor. The study and critical analysis of the major counseling theories and elements of effective psychotherapy as they apply to the counseling process.

**APCE 608 Organization, Administration and Evaluation of School Counseling Programs (3)**

Prerequisite: APCE 602. Majors only or consent of instructor. The major focus of this applied course is on the design, development, implementation, and evaluation of a comprehensive school counseling program that meets national standards.

**APCE 609 Foundations of Play Therapy (3)**

Prerequisites: Master's degree in appropriate mental health profession, or enrollment in a APCE graduate program, or consent of instructor. Course includes an overview of play therapy principles, history, techniques, and modalities. Course features a practicum element during which students conduct one play therapy session, under supervision of the instructor.

**APCE 612 Practicum in Individual Counseling (5)**

Prerequisite: APCE 607 and consent of coordinator. Prerequisite or concurrent enrollment in APCE 657. Majors only. Must be taken at site of admission. Requires 15 hours per week minimum. Receive supervised experience in counseling and interview analysis, including use of audio and video tapes, client and supervisor feedback and weekly seminar. S/U graded. Repeatable, maximum of 10 credits.

**APCE 614 Internship in School Counseling and Guidance (1-9)**

Prerequisites: APCE 608, APCE 612 and consent of instructor. Refer to program handbook. Must be taken at site of admission. A culminating field experience for counseling students engaged in counseling and guidance activities in elementary, middle, and high school settings under the supervision of one or more licensed school counselors. S/U graded. Repeatable, maximum of 18 credits.

**APCE 615 Supervision in Agencies and Schools (1)**

Prerequisite: APCE 612 and consent of instructor. Provides an overview of the supervision process and the theoretical orientation and practical skills necessary to function effectively as a supervisor of counselors.

**APCE 616 Career Theory, Counseling and Assessment (3)**

Study theory and methods of career counseling, introduce and become familiar with career assessment instruments, and discuss current issues in the field of career counseling.

**APCE 617 Play Therapy: Theory and Practicum (3)**

Prerequisites: APCE 612 and consent of instructor. Study theoretical bases for play therapy and conduct play therapy under faculty supervision.

**APCE 618 Practicum in Child, Adolescent, and Family Interventions (5)**

Prerequisite: APCE 607 and consent of instructor. Supervised experience in interventions with children, adolescents, and families; including counseling and interview analysis, the use of audio and video tapes, client and supervisor feedback, and weekly seminars.

**APCE 622 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**APCE 623 Counseling Diverse Populations (3)**

Majors only. An examination of counselor training issues and skills relevant to working with diverse cultural backgrounds. Emphasis on American minorities; other groups discussed. Sensitizes students to concerns of various cultural groups.

**APCE 624 Assessment and Treatment of Substance Abuse (3)**

Examination of major treatment approaches to substance abuse and theories of etiology. Investigation of pharmacological and medical aspects of commonly used substances. Explore addiction and abuse in related compulsive behaviors.

**APCE 627 Counseling Interventions and Techniques for Talented and Gifted Students (2)**

Study counseling interventions and techniques appropriate for talented and gifted students, their parents, siblings, peers, teachers and other school personnel.

**APCE 638 Human Behavior Analysis (3)**

Overview of human behavior analysis, with a focus on school-based behavioral assessment and intervention.

**APCE 650 Orientation to Clinical Counseling (3)**

Provides conceptual foundation for the counseling profession with emphasis on community counseling. Places the profession in a historical context; introduces associations, licensure, certification, accreditation, codes of ethics, and practice settings.

**APCE 654 Child Abuse and Neglect (3)**

Prerequisite: APCE 607 or consent of instructor. Introduction to major issues in the child abuse field, including definitions, causes, effects, assessment, prevention, treatment, and legal issues. Secondary traumatic stress and self-care will be emphasized.

**APCE 655 Social and Community Psychology (3)**

Provides advanced study in the research, theory, and practice of social and community psychology applied to individual, families, groups, and social systems.

**APCE 657 Legal and Ethical Aspects of Counseling and Psychology (3)**

Covers the interrelationship of ethical standards and legal regulation in professional counseling, education and psychology. Ethical standards, litigation and legal regulation are examined in regard to professional practice.

**APCE 660 Psychological Consultation: Theory and Practice (3)**

Prerequisite: APCE 607. Overview of consultation theory and practice. Mental health, expert, collaborative, behavioral and organizational models will be discussed and applied to problems in school and agency settings.

**APCE 662 Group Dynamics and Facilitation (3)**

Prerequisite: APCE 607. Co-requisite: APCE 605. Majors only. Must be taken at site of admission. Course features an examination of theoretical bases of group counseling including group types, group development, leadership styles and skills, and application to various populations. Ethical group leadership is emphasized.

**APCE 663 Research Apprenticeship: School Psychology (1-2)**

Consent of instructor. Serve as research apprentice to faculty member; must complete minimum of 2 semester credits, 75 clock hours each. Repeatable, maximum of two credits.

**APCE 665 Family Systems (3)**

Study general systems theory of family development and interactions. Structural, communication and behavioral approaches to family therapy will be examined as well as ethics, legal issues and current research.

**APCE 667 Crisis Intervention in the Schools (2)**

Examination of crisis intervention theory and strategies in school settings. Emphasis on application to child-centered crises such as abuse, divorce, family violence, loss, school-based violence and suicide.

**APCE 668 Sexuality Counseling (3)**

Recommended for advanced students. Counselors explore the treatment of various sexual issues. Topics covered: male and female sexual systems, sexual myths, variations in sexual behavior and common sexual concerns. Various therapeutic approaches are presented.



**APCE 669 Advanced Methods: Couples and Family Therapy (3)**

Prerequisite: APCE 665. Prerequisite or corequisite: APCE 612. Course expands on family therapy models presented in APCE 665 and includes other significant models. Training activities include diagnosis, assessment, case presentations, enactments, video use and case analysis.

**APCE 670 Psychological Testing and Measurement (2)**

Understanding psychological testing through an overview of measurement principles, the psychological assessment process, test construction and development and the use of test results in individual psychological evaluations.

**APCE 672 Neuropsychologically-Based Interventions for Educational Difficulties (3)**

Strategies for intervening in neuropsychologically-based educational difficulties. Covers interventions of neuropsychological processes including perceptual, expressive, attentional, and emotional abilities; emphasizes remedial and compensatory strategies for learners with special needs.

**APCE 673 Appraisal and Assessment in Counseling (3)**

Recommended prerequisite: SRM 600. Majors only. This course features an overview of individual and group approaches to assessment used by professional counselors. Course participants evaluate instruments, interpret results, and demonstrate knowledge of psychometric properties.

**APCE 674 Assessment for Intervention: Cognitive and Academic (5)**

Prerequisites: APCE 670 and consent of instructor. Covers the historical and theoretical bases of psychological and educational assessment concentrating primarily in the areas of cognitive abilities and academic achievement and their relation to interventions.

**APCE 676 Assessment for Intervention: Infant and Toddler (3)**

Prerequisites: APCE 660, APCE 674 and consent of instructor. Covers psychological services for infants and toddlers. Includes law, typical and atypical development, multicultural issues, and intervention services. Provides practice in assessment, with an emphasis on nontraditional methods.

**APCE 678 Assessment for Intervention: Personality and Behavior (5)**

Prerequisites: APCE 674 and consent of instructor. Supervised experience in administration and interpretation of ecologically valid psychological data including personality, behavioral, cognitive and academic. Emphasis on designing, implementing and evaluating ecologically-based interventions.

**APCE 680 Special Populations Practicum (1-3)**

Prerequisite: APCE 678. School psychology students explore in depth a special population including those with handicaps that interfere with learning. Instructor arranges research and involvement with a population not included in APCE 678. S/U graded. Repeatable, maximum of three credits.

**APCE 681 Practicum in Consultation (3)**

Prerequisite: APCE 660. Supervised field experience concurrent with professional seminar. Application of case and/or systemic consultation strategies to problems/challenges in the schools or social service agencies.

**APCE 691 Internship in Clinical Counseling: Couples and Family Therapy (1-9)**

Prerequisite: APCE 694 and consent of coordinator. Refer to program handbook. Majors only. Must be taken at site of admission. Minimum of 600 hours on-site required. A culminating field experience for qualified students in the area of community counseling: marriage and family therapy. S/U graded. Repeatable, maximum 18 credits.

**APCE 692 Internship in Community Counseling (1-9)**

Prerequisite: APCE 612 and consent of coordinator. Refer to program handbook. Majors only. Must be taken at site of admission. Minimum of 600 total on-site hours required. A culminating field experience for qualified community counseling students in areas of specialty. S/U graded. Repeatable, maximum of 18 credits.

**APCE 694 Practicum in Couples and Family Therapy (4)**

Prerequisites: APCE 612 or APCE 712, APCE 669. Consent of practicum coordinator. Majors only. Receive supervised experiential training in counseling with families. Develop diagnostic and therapeutic skills in systemic approaches. S/U graded.

**APCE 695 Seminar: Contemporary Issues in Couples and Family Therapy (3)**

Prerequisites: APCE 665. Majors only. Study of interventions utilized within the major approaches to couple and marital therapy. Covers current issues and research in family therapy.

**APCE 701 Professional Development Seminar in Counseling Psychology (1)**

Majors only. An overview of current issues in the discipline of counseling psychology, as well as an introduction to the program and the faculty in the division.

**APCE 702 Practicum in Counseling (4)**

Consent of practicum coordinator. Requires 12 hours per week minimum. Majors only. Supervised individual counseling experiences in a laboratory setting. Supervision will be directed toward improvement of counseling skills and case management. S/U graded.

**APCE 703 Professional Development Seminar in Counselor Education (1)**

Majors only. An overview of current professional issues in Counselor Education with special focus on understanding and developing a professional identity in the field. Research will be strongly emphasized. Repeatable, maximum of three credits.

**APCE 707 Seminar in Personality and Counseling Theories (3)**

Majors only. A comparative and critical in-depth analysis of personality and counseling theories including the interrelationship, philosophical foundations and practical applications.

**APCE 710 Seminar in Instruction, Pedagogy, and Evaluation in Counseling and Psychology (3)**

Prerequisites: APCE 702 and APCE 703. This course provides in-depth study of instructional principles, pedagogy, and evaluation procedures in counseling and counselor education. Instructional methods, techniques, and evaluation models related to counselor education will be discussed.

**APCE 712 Advanced Practicum in Individual Counseling (4)**

Prerequisites: APCE 702, APCE 707 and consent of practicum coordinator. Majors only. For the student with prior counseling experience, this course offers opportunity to develop counseling skills and philosophy in depth with clients in an individual counseling situation. S/U graded.

**APCE 713 Practicum in Supervision of Play Therapy (3)**

Prerequisite: APCE 617. Consent of practicum coordinator. Majors only. Doctoral candidates receive experience in supervising child psychotherapy training through working with a staff member.

**APCE 714 Practicum in Supervision of Counseling (3-6)**

Prerequisites: APCE 702, APCE 712 and consent of practicum coordinator. Majors only. Students gain experience with a faculty member in supervising counseling practice. Repeatable, maximum of six credits.

**APCE 715 Seminar in Counselor Supervision and Theory (2)**

Prerequisites: APCE 702, APCE 707, APCE 712 and consent of practicum coordinator. Co-requisite: PPSY 714. Majors only. Study problems involved in training individuals to engage in the therapeutic process.

**APCE 716 Research Seminar in Counselor Education (3)**

Majors only. Review and analysis of reported research in counselor education with special emphasis on research published during the last ten years in the professional journals.



**APCE 733 Research Apprenticeship (1)**

Consent of instructor. Majors only. Requires approximately 3-5 hours per week. Serve as an apprentice to a chosen faculty member and work on professional endeavors such as course planning, writing and research, library searches. S/U graded. Repeatable, maximum of two credits.

**APCE 738 Practicum in Evidenced-Based Interventions (3)**

Prerequisites: APCE 607, APCE 638, and consent of practicum coordinator. Practice implementing interventions with children and adolescents with a variety of behavioral and emotional problems, with special emphasis on identifying and implementing evidenced-based interventions.

**APCE 746 Seminar: Advanced Career Counseling, Theory and Assessment (3)**

Prerequisite: APCE 616. This advanced seminar course provides in-depth study of career guidance and counseling over the life span. Career theory, resources, assessment, technology, and ethical and legal considerations will be discussed.

**APCE 747 Psychological Aspects of Academic Programming and Intervention (4)**

Addresses applied psychological aspects of curriculum, instruction, and learning environment in relation to the development, implementation and monitoring of academic interventions in the areas of reading, math and written language.

**APCE 748 Instruction, Supervision and Leadership in School Counseling (3)**

Prerequisites: APCE 602, APCE 608. An advanced examination of issues and trends in professional school counseling with an emphasis on preparation and supervision of school counselors and leadership in implementation of school counseling programs.

**APCE 755 Supervised Practicum in College Teaching (1-6)**

Consent of instructor. Majors only. Doctoral students receive experience in observation and supervised practice in college teaching. Repeatable, maximum of six credits.

**APCE 758 Advanced Psychopathology (3)**

Prerequisite: PSY 355 or APCE 558. Consent of instructor. Acquire understanding of developmental and behavioral disorders of childhood through adulthood. Thorough knowledge of specific pathologies and conditions through intensive reading, research or practical experience.

**APCE 762 Practicum in Group Facilitation (4)**

Prerequisites: APCE 605 and APCE 662 or equivalent, APCE 702, APCE 712. Consent of instructor. Requires a minimum of 12 hours per week. Majors only. Receive supervised experience in the role of group facilitator, including feedback on group process, leadership and intervention skills and problem areas. S/U graded.

**APCE 763 Legal and Professional Foundations of School Psychology (4)**

Professional issues and problems concerning the school psychologist, including certification and licensure requirements, confidentiality, legal and ethical issues, roles and responsibilities.

**APCE 773 Practicum in Supervision of Group Facilitation (3)**

Prerequisite: APCE 762 and consent of practicum coordinator. Majors only. Doctoral candidates receive experience in supervision of group facilitator training. Work with regular staff member supervising group practicum, observe techniques and processes and receive feedback on progress.

**APCE 774 Practicum in Supervision of Family Therapy (3)**

Prerequisites: APCE 694 and consent of practicum coordinator. Majors only. Doctoral candidates receive experience in supervision of family therapist training. Work with regular staff member in supervising family therapy practicum, observe techniques and processes, receive feedback on progress.

**APCE 775 Advanced Practicum in Assessment and Testing Supervision (3)**

Prerequisites: APCE 674 and consent of instructor. Under faculty supervision, provide psychological assessment services to clients in the Psychological Services Clinic and participate in the instruction and supervision of students in testing courses. Repeatable. Maximum of 9 credits.

**APCE 777 Applied Neuropsychology (3)**

Prerequisites: APCE 612 or APCE 618 or APCE 702; and APCE 674 and APCE 678. Study of brain-behavior relationships emphasizing procedures for diagnosing neurobiological disorders, neuropsychological intervention and treatment planning, and professional practice issues from conception to adulthood.

**APCE 778 Clinical Neuropsychology Practicum (3)**

Prerequisites: APCE 612 or APCE 618, APCE 672, APCE 678, and APCE 777. Supervised practice in administering and interpreting neuropsychological tests and qualitative procedures for children, adolescents, and adults. Emphasizes intervention development, rehabilitation, neuropsychological report writing, and use of neuropsychological test batteries.

**APCE 779 Practicum in School Psychology (3)**

Prerequisites: APCE 607, APCE 638, APCE 660, APCE 672, APCE 674, APCE 678 and consent of instructor. Supervised practice in providing comprehensive psychological services to children in grades preschool to 12. Experience in public schools or affiliated school-related agencies with supervision by practicing licensed school psychologists. Repeatable, no limitations.

**APCE 781 Measurement and Evaluation of Psychological Services (4)**

Prerequisite: SRM 602 or consent of instructor. Learn the theory and practice of psychological program evaluation. Use technology and measurement skills to promote systems change by evaluating the effectiveness of consultation, therapy, guidance, academic interventions, and placement.

**APCE 782 Introduction to Rorschach Administration and Scoring (2)**

Prerequisites: APCE 558, APCE 674 and APCE 678. Learn conceptual basis for comparing projective with traditional psychometric procedures and begin skills in administration and scoring of Rorschach test.

**APCE 789 Internship in School Psychology (1-8)**

Prerequisite: Permission from your advisor and the internship coordinator. Supervised experience in the practice of school psychology with children and adolescents in a school or clinic setting. (See Ph.D./Ed.S. Internship Guidelines for complete description.) S/U graded. Repeatable, maximum of 16 credits.

**APCE 791 Internship in Counseling Psychology (1-5)**

Consent of instructor. Majors only. 2,000-hour predoctoral internship at a site meeting APPIC and or APA training standards to be completed in 3-6 consecutive semesters after completion of all Psy.D. course work. Repeatable, maximum of 18 credits.

**APCE 792 Internship in Counselor Education and Supervision (1-6)**

Consent of instructor. Capstone experiences in the areas of teaching, research apprenticeships, consulting, supervision, and counseling in pre-approved settings. An approved internship plan must be in place before students engage in internship activities. Repeatable, maximum of 12 credits.

**APCE 793 Psychological Services Clinic I (1)**

Prerequisites: APCE 702, APCE 712, and either APCE 694 or APCE 617, and consent of practicum coordinator. Majors only. An introduction for students to gain experience as staff clinicians, conducting intake sessions, making recommendations for treatment, participating in clinic administrative duties and providing therapeutic services to clients. S/U graded.

**APCE 794 Psychological Services Clinic II (2)**

Prerequisites: APCE 702, APCE 712, PPSY 793 and consent of practicum coordinator. Majors only. This course offers the opportunity to refine assessment and therapeutic skills with children, adolescents and adults, couples or families, and refine administrative skills including outreach to community agencies. S/U graded. Repeatable, maximum of four credits.

**APCE 797 Doctoral Proposal Research (1-4)**

Consent of instructor. Majors only. Required for all doctoral students. Student must earn a maximum of 4 hours of credit in this course in partial fulfillment of requirements for all doctoral degrees, before admission to candidacy. S/U graded. Repeatable, maximum of four credits.

**APCE 799 Doctoral Dissertation (1-12)**

Consent of instructor. Majors only and admission to candidacy. Required of all doctoral candidates. A student must earn a minimum of 12 hours of credit for the dissertation in partial fulfillment of requirements for all doctoral degrees. S/U graded. Repeatable, no limitations.

**APCE 999 Graduate School Continuous Registration (1)**

To permit a graduate student to continue making progress in a degree program. S/U graded. Repeatable, no limitations.

**ART — VISUAL ARTS****ART 171 Intro to Visual Communication Design (3)**

Principles and practices in applying computer graphics in art. General computer orientation: hardware/software configuration, peripherals. Students will create electronically generated art graphics. No experience in computer science is required.

**ART 181 History of Art I (3)**

A general survey of Western art from Pre-Historic (35000 B.C.E.) through Medieval (1400 A.C.E.). Emphasis on major movements and civilizations, methods of analysis, historical and cultural context. (LAC, gtP)

**ART 182 History of Art II (3)**

A general survey of Western art from Proto-Renaissance (1200 A.C.E.) through Modern art of the 21st century. Emphasis on major movements/civilizations, methods of analysis, historical and cultural context. (LAC, gtP)

**ART 183 Art I (3)**

Elements and principles of art. Exploration of the elements of line, shape and color in two-dimensional and three-dimensional design and drawing projects. Experiences in conceptualization and visual problem solving.

**ART 184 Art II (3)**

Elements and principles of art. Exploration of the elements of value, space, and texture in two and three-dimensional design and drawing projects. Experiences in conceptualization and visual problem solving.

**ART 185 History of Art III (3)**

A general survey class of Western and Non-western art from Neo-classical Art to Contemporary Art of the 21st Century. The emphasis of this survey is on the major movements and civilizations, methods of analysis, historical and cultural context.

**ART 190 Art Appreciation (3)**

Non-majors only. Required for Elementary Education certification. Introduction to further enhance an understanding and appreciation of the functional and expressive nature of architecture, painting, sculpture and the applied arts. (LAC, gtP)

**ART 211 Ceramic Design (3)**

Prerequisite: ART 183 and ART 184. Design, construct and fire ceramic forms using several different approaches to hand building and firing. Receive general background in the history of ceramic arts, clays, glazes and methods of firing.

**ART 212 Wheel Throwing (3)**

Prerequisite: ART 183 and ART 184. Begin throwing on the potter's wheel. Learn techniques of centering, opening and raising clay into basic pottery forms.

**ART 221 Fiber Design I (3)**

Prerequisite: ART 183 and ART 184. A studio course involving several fiber construction processes and fabric surface treatments in two or three dimensions.

**ART 223 Weaving (3)**

Prerequisite: ART 183 and ART 184. Introduction to the fundamentals of loom weaving as an art form, emphasizing applied design problems.

**ART 231 Painting I (3)**

Prerequisites: ART 183 and ART 184. Fundamentals of painting. Materials and techniques in basic procedures of studio painting using acrylic paint.

**ART 234 Drawing I (3)**

Deal in depth with concepts, techniques and materials. Problem areas include composition, content, technical concerns, use of color and a range of material use from traditional to contemporary alternatives.

**ART 248 Art for the Exceptional Child (2)**

Overview characteristics, needs and instruction adaptations suitable for teaching Visual Arts to the exceptional learner.

**ART 253 Intaglio Printmaking (3)**

Prerequisites: ART 234, ART 183 and ART 184. Introduction to intaglio printmaking techniques, including drypoint, engraving and etching in black and white. Traditional and experimental approaches are explored.

**ART 254 Relief Printmaking I (3)**

Prerequisite: ART 234, ART 183, and ART 184 or consent of instructor. Investigations in relief printmaking media including linoleum cuts, wood cuts, wood engravings, and collographs printed in black and white and in color.

**ART 261 Sculpture I (3)**

Prerequisite: ART 183 and ART 184. Introduction to materials, processes and concepts fundamental to making sculpture.

**ART 265 Jewelry (3)**

Prerequisite: ART 183 and ART 184. Introduction to materials, processes and concepts basic to making jewelry.

**ART 270 Graphic Design I (3)**

Prerequisites: ART 183 and ART 184. Introductory graphic design course covering fundamental design principles utilizing text and image. Projects are primarily hand generated and traditional processes are used.

**ART 271 Basic Photography (3)**

Consent of Instructor. Learn fundamentals of photography. Study principles of black and white photography, including exposing, processing, printing and finishing techniques.

**ART 290 Visual Thinking and Visual Images (3)**

Explore concepts of visual thinking, communication and the meaning of visual images as icons, signs and symbols. Analyze images and art objects. Learn and apply strategies for visual problem solving.

**ART 308 Workshop in Art (1-4)**

Arts workshops are for the study of specialized areas in art, art education, art history, graphic arts and related fields. Specific workshop content is determined by subtitle. Repeatable, maximum of six credits per subtitle.

**ART 312 Wheel Throwing (3)**

Prerequisite: ART 212. Learn to throw more challenging ceramic forms on the potter's wheel. Gain experience in the loading and firing of ceramic kilns. Repeatable, maximum of six credits.

**ART 321 Fiber Design II (3)**

Prerequisite: ART 221. Continue the study and exploration of fiber construction and fabric surface treatments with emphasis on their design applications.

**ART 331 Painting II (3)**

Prerequisite: ART 231 and either ART 234 or ART 333. Development of individual expression in studio painting and development of mastery of the medium in either acrylic or oil paints.

**ART 333 Life Drawing (3)**

Prerequisite: ART 234. Fundamentals of life drawing emphasizing proportions, anatomy and aesthetic relationships. Repeatable, maximum of six credits.

**ART 340 Clinical Experience: K-12 Art (2)**

For Art Education majors. Provisional admittance to PTEP required. Consent of instructor. Gain practical experience in the classroom with a variety of materials, subject matter and with varying age groups. Requires classroom observation and participation with weekly seminar. Repeatable, maximum of four credits.

**ART 353 Intaglio Printmaking II (3)**

Prerequisite: ART 183 and ART 184 or instructor consent; and ART 253 or equivalent. Continuing investigations in intaglio printmaking techniques, including aquatint and color printing. Individual imagery and technical development are emphasized. Repeatable, maximum of six credits.

**ART 356 Monotypes (3)**

Prerequisite: ART 183 and ART 184 or instructor consent. Investigations in techniques of creating monotypes and monoprints (one-of-a-kind printed images). Individual imagery and technical development are emphasized. Repeatable, maximum of six credits.

**ART 358 Relief Printmaking II (3)**

Prerequisite: ART 234, ART 254, ART 183 and ART 184 or instructor consent. Investigations in relief printmaking media including linoleum cuts, wood cuts, wood engravings and collographs printed in black and white and in color. Repeatable, maximum of six credits.

**ART 361 Sculpture II (3)**

Prerequisite: ART 261. Basic instruction in specific sculptural processes including modeling, casting, welding, fabrication, carving, etc. Repeatable, maximum of six credits.

**ART 370 Graphic Design II (3)**

Prerequisite: ART 270. The continued study of the conceptual and applied aspects of graphic design. Mastery of computer as a design tool is stressed.

**ART 371 Photographic Design (3)**

Prerequisite: ART 271. Study and apply principles and theories of vision and perception as related to black and white and color photography.

**ART 372 Digital Photo Basics (3)**

Prerequisite: Consent of Instructor. Explore and apply techniques in digital photography. Study the evolution of traditional photographic concepts, principles, and processes into digital media. Emphasis placed upon the creation, manipulation, and presentation of digital photographic images.

**ART 376 Typography (3)**

Prerequisite: ART 270. Survey and exploration of type and letter-forms. Origins and applications of type and the aesthetics of type. For the intermediate student.

**ART 380 Graphic Design III (3)**

Prerequisite: ART 370 or equivalent. Intermediate problem solving in graphic design with an emphasis on studio techniques and procedures.

**ART 381 Native Art (3)**

Study the arts, concepts and culture of tribal societies, particularly African, Oceanic/South Seas and American Indian.

**ART 382 African Art (3)**

Study in detail the major cultures of Sub-Saharan Africa. Focus will be on their religions, political/social organizations and their arts.

**ART 383 Pre-Columbian Art (3)**

Study the history and arts of Central America, emphasizing the Olmec, Maya, Mixtec, Zapotec, Aztec and Toltec civilizations and related subgroups.

**ART 385 Medieval Art (3)**

A detailed study of 12th, 13th and 14th century European art as it relates to medieval philosophy and its cultural context.

**ART 386 Renaissance Art (3)**

Study in detail the humanistic aspects of Renaissance art 1265-1600, including the evolutionary developments of Mannerism and the beginnings of Baroque art.

**ART 387 Artists of Color (3)**

Detailed survey of the work of artists of color from the 19th Century through the 20th Century in the United States. Exploration of racial discrimination and stereotyping and the history canon.

**ART 389 Contemporary Art (3)**

An in-depth study of style characteristics and cultural contexts of modern, late modern and postmodern art.

**ART 390 Women Artists (3)**

Detailed survey of the work of women artists from the Middle Ages to the 20th Century. Exploration of gender issues, feminism, discrimination, and the art history canon included.

**ART 391 Japanese Art (3)**

Discussions, examination of works of art, and experimentation to lead to a better understanding of the history of Japanese art. Students will be presented with the opportunity to learn about and experience the geography of Japan, the people of Japan, the arts traditions of Japan, and the aesthetic underpinnings of traditional Japanese culture.

**ART 411 Ceramic Design (3)**

Prerequisite: ART 211. Intermediate level design of hand built ceramic forms. An exploration of stoneware, raku and sodium vapor firing processes. Repeatable, maximum of six credits.

**ART 415 Ceramic Studio (1-3)**

Consent of instructor. Individualized or specialized study on specific topics in ceramics. Repeatable, maximum of nine credits.

**ART 421 Fiber Design (3)**

Prerequisite: ART 321. Concentration on an advanced level in a selected process involving fibers. To provide more time for personal design development and expertise. Repeatable, maximum of six credits.

**ART 422 Directed Studies in Art (1-4)**

Art Majors only. Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**ART 423 Weaving (3)**

Prerequisite: ART 223. Continue the study of loom weaving, particularly loom-controlled techniques. Repeatable, maximum of six credits.

**ART 425 Fibers Studio (1-3)**

Consent of instructor. Individualized or specialized study on specific topics in fibers. Repeatable, maximum of nine credits

**ART 431 Painting III (3)**

Prerequisite: ART 331. Continued development of individual expression and mastery of the medium in either acrylic or oil paints. Emphasis on appropriate use of medium toward creative ends. Repeatable, maximum of six credits.

**ART 434 Drawing II (3)**

Prerequisite: ART 234. Designed to encourage exploration of a broad variety of sources for drawing images, drawing concepts and thematic interpretation and expression. Designed for advanced drawing students. Repeatable, maximum of six credits.

**ART 435 Drawing Studio (1-3)**

Consent of instructor required. Individualized or specialized study on specific topics in drawing. Repeatable, maximum of nine credits.

**ART 436 Painting Studio (1-3)**

Consent of instructor required. Individualized or specialized study on specific topics in painting. Repeatable, maximum of nine credits.

**ART 437 Computer Art (3)**

Principles and practices for computer application in the visual arts. Create art projects and gain knowledge of trends in computer graphics, digital technology and hardware/software configuration.

**ART 438 History of Computer Graphics (4)**

Prerequisite: Select one course: ART 171, ART 437, or ART 471. Facts and aspects related to computer applications in arts, graphics, animation, interactivity and www. Analysis of concepts and approaches related to artistic quality and technological solutions in computer graphics.

**ART 439 Computer Graphics Studio (1-3)**

Consent of Instructor. Individualized or specialized study on specific topics related to computer graphics. Repeatable, maximum of nine credits.

**ART 440 Foundations of Art Education (3)**

Prerequisite: EDFE 110. An in-depth study of the field of art education and pre-professional related areas including: learning theory, aesthetics and psychology.

**ART 441 Cultural Studies in the K-12 Curriculum (2)**

Prerequisites: ART 181 and ART 182, EDFE 110. Teaching art based on cultural and historical context. Integrates cultural study with art history, aesthetics and processes of critical inquiry as a basis for determining meaning in art.

**ART 442 Curriculum and Instruction in Art: Studio Strategies (3)**

Prerequisites: EDFE 110. Study curriculum development and art learning activities appropriate for instruction in elementary and secondary art education.



**ART 444 Methods of Teaching Art in the Elementary School (1)**

Prerequisites: EDFE 110 or EDFE 120 or EDFE 125, 2.75 GPA. The class introduces elements of the visual arts and aesthetics that are applicable to children's learning in the elementary classroom.

**ART 455 Printmaking Studio (1-3)**

Consent of instructor required. Individualized or specialized study on specific topic in printmaking. Repeatable, maximum of nine credits.

**ART 460 Sculpture Studio (1-3)**

Prerequisite: ART 361. Self-directed studies in selected sculptural modes or processes. Repeatable, maximum of nine credits.

**ART 461 Sculpture III (3)**

Use of increasingly skilled or sophisticated techniques/processes with greater emphasis on idea, form and content. Repeatable, maximum of six credits.

**ART 464 Jewelry Studio (1-3)**

Prerequisite: ART 265. Consent of instructor required. Individualized or specialized study on specific topic in jewelry. Repeatable, maximum of nine credits.

**ART 465 Advanced Jewelry (3)**

Prerequisite: ART 265. Extension of increasingly skilled and sophisticated techniques/processes in jewelry and metalwork. Repeatable, maximum of six credits.

**ART 466 Visual Arts Student Teaching Seminar (1)**

Co-requisite: EDFE 444. Prerequisite EDFE 120 or 125. This seminar provides persons actively involved in the student teaching program in Visual Arts with a support system and pertinent information to assist them during their field experience.

**ART 469 Web Style Design (3)**

Prerequisites: One of the following courses: ART 171, ART 437, ART 443, ART 471, ART 537 or ART 571. Principles and practices in Website design: arts applications, designing quality pages, publishing, updating, securing web space. Internet concepts: HTTP, web server configuration, computer networks, search engines, file compression, Internet protocols.

**ART 470 Publication Design (3)**

Prerequisite: ART 376. Advanced level graphic design course with an emphasis in publication and sequential design. Projects are aimed at building student's portfolios.

**ART 471 Computer Graphics (3)**

Prerequisite: ART 171 or consent of instructor. Exploration of computer graphics discipline by solving problems in computer based communication and visualization of ideas and processes across various disciplines. Presentation of interdisciplinary concepts as 2-D and 3-D objects.

**ART 472 Photography Studio (1-3)**

Instructor consent. Individualized or specialized study in photography. Repeatable, maximum of nine credits.

**ART 473 Corporate Identity (3)**

Prerequisite: ART 376. A studio and workshop approach to concept, layout and finished art/design for applied graphics in the advertising profession. Repeatable, maximum of six credits.

**ART 474 Graphic Studio (1-3)**

Consent of instructor. Individualized or specialized study on specific topics in graphics. Repeatable, maximum of nine credits.

**ART 475 Color Photography – Transparencies (3)**

Prerequisite: ART 271. Learn color theory as related to reversal films. Plan, expose, process and finish transparency films for multi-projector visual presentations.

**ART 476 Advanced Black and White Photography (3)**

Prerequisite: ART 271. Improve black and white photographic skills. Learn experimental, interpretive and advanced camera and printing techniques.

**ART 477 Photographic Illustration and Lighting Techniques (3)**

Prerequisite: ART 271. Study studio lighting principles for black and white and color photography. Learn studio techniques for advertising, architectural, industrial-technical, portrait and commercial applications.

**ART 492 Internship in Art (1-5)**

Art majors only. Supervised professional activity in major field of study. Must spend a minimum of 30 clock hours per credit hour. Maximum of five credits per semester. Repeatable, under different subtitles.

**ART 508 Workshop (1-4)**

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, maximum of six credits per subtitle.

**ART 512 Wheel Throwing (3)**

Prerequisite: ART 312 or equivalent. Develop an individual approach to wheel thrown ceramic forms at an advanced level. Exploration of various methods of ceramic decoration and firing. Repeatable, maximum of six credits.

**ART 513 Professional Renewal (1-3)**

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded. Repeatable, under different subtitles.

**ART 521 Fiber Design (3)**

Advanced design techniques in fibers. Repeatable, maximum of six credits.

**ART 523 Weaving (3)**

Concentrate in a selected area of weaving on an advanced design concept. Repeatable, maximum of six credits.

**ART 533 Life Drawing (3)**

Prerequisite: ART 333 or equivalent. Advanced life drawing emphasizing development of personal interpretations of the human form. Repeatable, maximum of six credits.

**ART 537 Computer Art (3)**

Further exploration in applying computer graphics to the visual arts and integrating computer-based technologies related to design, desktop publishing and page layout. Some experience in computer graphics is recommended.

**ART 538 History of Computer Graphics (4)**

Prerequisite: Select one of the following courses: ART 171, ART 437, ART 537, ART 471, ART 571. Facts and aspects related to computer applications in art, graphics animation, interactive art, www. Analyze and contrast images, concepts and approaches to artistic quality and technological solutions in electronic art.

**ART 553 Advanced Intaglio Printmaking (3)**

Prerequisite: ART 353 or consent of instructor. Advanced investigations in intaglio printmaking techniques, including color printing. Individual imagery and technical mastery will be emphasized. Repeatable, maximum of nine credits.

**ART 554 Advanced Relief Printmaking (3)**

Prerequisite: ART 254 or consent of instructor. Advanced investigations in relief printmaking techniques. Individual imagery and technical mastery are emphasized. Repeatable, maximum of nine credits.

**ART 556 Advanced Monotypes (3)**

Prerequisite: ART 356 or consent of instructor. Advanced investigations in monotype and monoprint techniques. Individual imagery and technical mastery are emphasized. Repeatable, maximum of nine credits.

**ART 561 Graduate Sculpture (3)**

Self-directed or assigned work in specific areas of sculpture. Advanced technical skills emphasized. Repeatable, maximum of six credits.

**ART 571 Computer Graphics (3)**

Prerequisite: ART 471 or consent of instructor. Further exploration of computer graphics concepts, application of recently developed techniques to create integrative, interdisciplinary 2-D and 3-D projects, submitting for competitions and professional magazines. Portfolio and paper presentation required.



**ART 572 Digital Photography (3)**

Prerequisite: Consent of Instructor. Explore and apply techniques in digital photography. Study the evolution of traditional photographic concepts, principles, and processes into digital media. Emphasis placed upon the creation, manipulation, and presentation of digital photographic images.

**ART 575 Color Photography – Transparencies (3)**

Prerequisite: ART 271 or equivalent. Improve and develop individual creative skills in color photography using transparency materials. Learn to plan and produce multi-projector presentations using current materials, tools and processes.

**ART 576 Advanced Black and White Photography (3)**

Prerequisite: ART 271 or equivalent. Refine and improve individual skills in black and white photography. Study film and print manipulation with silver and non-silver materials.

**ART 577 Photographic Illustration and Lighting Techniques (3)**

Prerequisite: ART 271 or equivalent. Learn creative lighting techniques for illustration and portraiture. Study available light and studio lighting for black and white and color photography.

**ART 600 Research Methods in Art(3)**

Learn appropriate art, art historical and art education research methodology and procedures for inquiry. Present research according to approved style guidelines. Review Art program and Graduate School requirements.

**ART 611 Ceramic Design (3)**

Design and assembly of hand-built ceramic forms at an advanced level. An exploration of stoneware, raku and sodium vapor firing processes. Repeatable, maximum of six credits.

**ART 615 Ceramic Studio (1-3)**

Consent of instructor required. Individualized or specialized study on specific topics in ceramics. Repeatable, maximum of nine credits.

**ART 622 Directed Studies in Art (1-4)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**ART 631 Painting (3)**

Prerequisite: ART 431 or equivalent. Advanced problems in painting in either acrylic, oils or watercolor. Emphasis is on development of personal imagery and working in a series, thematic development. Repeatable, maximum of six credits.

**ART 634 Drawing (3)**

Advanced work in development on thematic imagery, inventive media, unique and personal solutions to visual problems. Repeatable, maximum of six credits.

**ART 635 Drawing Studio (1-3)**

Consent of instructor required. Individualized or specialized study on specific topics in drawing. Repeatable, maximum of nine credits.

**ART 636 Painting Studio (1-3)**

Consent of instructor required. Individualized or specialized study on specific topic in painting. Repeatable, maximum of nine credits.

**ART 639 Computer Graphics Studio (1-3)**

Consent of instructor. Advanced, individualized or specialized study on specific topics related to computer graphics. Repeatable, maximum of nine credits.

**ART 640 Literature of Art Education (3)**

Survey historical and contemporary literature on theory, research and practice in art education and related areas.

**ART 641 Art Curriculum and Instruction: Cultural Studies (3)**

Study methods for teaching art history. Research art analysis, art criticism and art theory for developing procedures for instruction.

**ART 642 Art Curriculum and Instruction: Studio Methods (3)**

Research and develop studio art content, processes and sequencing appropriate for the elementary and secondary art curriculum.

**ART 648 Art and the Exceptional Student (2)**

Study art for the exceptional in depth. Involvement in the review of literature and research field in the development of an art curriculum specific to individual interest area.

**ART 655 Advanced Printmaking Studio (1-3)**

Consent of instructor. This class provides a working environment for large scale printmaking by utilizing all facets of printmaking techniques, serious edition printing and special projects. Repeatable, maximum of nine credits.

**ART 660 Graduate Sculpture Studio (1-3)**

Self-directed studies in selected sculptural modes or processes. Repeatable, maximum of nine credits.

**ART 661 Advanced Graduate Sculpture (3)**

Select problems in the creation of sculpture with emphasis on critical and technical competencies. Repeatable, maximum of six credits.

**ART 669 Web Style Design (3)**

Prerequisite: ART 443, ART 437, ART 537, ART 471, ART 571. Provide working knowledge about principles and practices in Website design in terms of art applications. Design knowledge related aesthetically to content for Web Page Layout.

**ART 672 Photography Studio (1-3)**

Instructor consent required. Advanced individualized or specialized study in photography for graduate students. Repeatable, maximum of nine credits.

**ART 680 Seminar in Art History (1-4)**

Discuss advanced and specialized art historical topics. Take concurrently with 300 level art history course. Subject area determined by subtitle. Repeatable, under different subtitles.

**ART 692 Internship in Art (1-5)**

Graduate art majors only. Supervised professional activity in major field of study. Must spend a minimum of 30 clock hours per credit hour. Maximum of five credits per semester. Repeatable, under different subtitles.

**ART 699 Thesis (1-6)**

Prerequisite: ART 600. A written thesis is required of all master's degree candidates in visual arts. The thesis must be approved by the supervising committee and meet all requirements of the Graduate School. S/U graded. Repeatable, no limitations.

**AS — AEROSPACE STUDIES****AS 101 The Foundations of the United States Air Force I (1)**

This course is designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps.

**AS 102 The foundations of the United States Air Force II (1)**

This course is continuation of AS 101. See AS 101 for the course description.

**AS 103 General Military Course Leadership Laboratory I (1)**

This is a mandatory laboratory designed to compliment AS 101 by providing cadets with leadership, management and followership experiences. S/U graded.

**AS 104 General Military Course Leadership Laboratory II (1)**

This is a mandatory laboratory designed to compliment AS 102 by providing cadets with leadership, management and followership experiences. S/U graded.

**AS 201 The Evolution of USAF Air and Space Power I (1)**

This course examines air and space power through a historical perspective, covering a time period from the first balloons to space-age global positioning systems used in the Persian Gulf conflict.

**AS 202 The Evolution of USAF Air and Space Power II (1)**

This course is a continuation of AS 201. See AS 201 for the course description.

**AS 203 General Military Course Leadership Laboratory III (1)**

This is a mandatory laboratory designed to compliment AS 201 by providing cadets with leadership, management and followership experiences. S/U graded.

**AS 204 General Military Course Leadership Laboratory IV (1)**

This is a mandatory laboratory designed to compliment AS 202 by providing cadets with leadership, management and followership experiences. S/U graded.

**AS 301 Air Force Leadership Studies I (3)**

Laboratory required. This course is a study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics and communication skills.

**AS 302 Air Force Leadership Studies II (3)**

This course is a continuation of AS 301. See AS 301 for the course description.

**AS 401 National Security Affairs/Preparation for Active Duty I (3)**

Laboratory required. This course examines the national security process, regional studies, advanced leadership ethics and Air Force doctrine.

**AS 402 National Security Affairs/Preparation for Active Duty II (3)**

This course is a continuation of AS 401. See AS 401 for the course description.

## ASL — AMERICAN SIGN LANGUAGE

**ASL 101 American Sign Language I (3)**

Introduces basics of American Sign Language and Deaf Culture; designed for students who have limited/no knowledge of ASL, focusing on receptive and expressive skills in basic conversation, dialogue, vocabulary development. (LAC)

**ASL 102 American Sign Language II (3)**

Expands knowledge of/experiences in American Sign Language skills and Deaf Culture; develops communicative competence at beginning level focusing on receptive and expressive skills in basic conversation, dialogue, vocabulary development. (LAC)

**ASL 201 American Sign Language III (3)**

Continues to expand knowledge of experiences in American Sign Language and Deaf Culture; designed to emphasize ASL grammar and sentence structure and to develop communicative competence at intermediate level. (LAC, gtP)

**ASL 202 American Sign Language IV (3)**

Emphasizes ASL vocabulary, grammar structure to develop communicative competence at intermediate level, promoting awareness of cultural behaviors, rules of discourse, and explores regional and dialectal variations in ASL. (LAC, gtP)

## ASLS — AUDIOLOGY AND SPEECH-LANGUAGE SCIENCES

**ASLS 160 Introduction to Human Communication and Its Disorders (3)**

Survey identifying characteristics, causes, diagnosis and treatment of speech, language, and hearing disorders. Includes disorders in hearing, stuttering, voice, articulation, child language, adult aphasia, head injury and dementia. (LAC, gtP)

**ASLS 260 Introduction to Phonetics (2)**

Characteristics of American English speech sounds and the International Phonetic Alphabet symbols used to represent them. Normal phonological development.

**ASLS 266 Normal Speech and Language Development (3)**

Normal speech and language development and their relationship to other aspects of child development. Should be taken after the English composition LAC requirement is completed.

**ASLS 267 Anatomy and Physiology of the Speech and Hearing Mechanism (3)**

Prerequisite: BIO 101. Sophomores or above. Structure and function of the speech and auditory/vestibular mechanisms.

**ASLS 343 Fundamentals of Physiological and Biological Acoustics (2)**

The physics of sound as it relates to speech and hearing. Should be taken after the mathematics LAC requirement is completed.

**ASLS 360 Articulation and Voice Disorders (3)**

Current information regarding identification, causation, diagnosis and treatment of disorders of articulation and voice disorders.

**ASLS 365 Language Disorders in Children (3)**

Prerequisite: ASLS 266 or consent of instructor. Analysis of aspects of language as they relate to treatment of language disorders in children.

**ASLS 366 Language Sampling Processes (1)**

Prerequisite: ASLS 266 or consent of instructor. Methods of eliciting language samples from children and manual and computerized language sampling analyses.

**ASLS 370 Basic Audiology (4)**

Pathologies and disorders of the auditory vestibular system, pure-tone testing, methods of speech audiometry, interpretation of audiometric data in terms of physical, social and educational effects. An introduction to aural rehabilitation.

**ASLS 422 Directed Studies (1-4)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**ASLS 431 Organically-Based Communication Disorders (3)**

Prerequisites: ASLS 267. Seniors or above. Current information regarding identification, causation, diagnosis and treatment of organically-based communication disorders, including cleft palate, cerebral palsy and aphasia.

**ASLS 469 Clinical Processes in Speech-Language Pathology (4)**

Prerequisites: ASLS 360 and ASLS 365. Philosophy and implementation of diagnosis, and treatment of communication disorders. Administration, scoring and interpretation of data from observation and tests/inventories. Development of treatment programs, evidence-based practice, ethics, and client-clinician relationships.

**ASLS 473 SLPA Seminar and Field Experience (4)**

Development of basic knowledge and competencies as a speech language pathology assistant through participation in classroom activities, observations and reflections, and collaborative teaching of children with communication disorders. Field experience under professional supervision.

**ASLS 474 Clinical Practicum in Audiology (1)**

Prerequisite: ASLS 370 and 3.0 GPA in major courses or consent of clinical coordinator. Perform basic audiometric testing: audiometric screening, routine hearing evaluation and impedance audiometry. S/U graded.

**ASLS 478 Aural Rehabilitation and Amplification (3)**

Prerequisite: ASLS 370. A study of basic principles of aural rehabilitation and the use of amplification systems for hearing impaired individuals including personal hearing aids and other specialized assistive listening/alerting devices.

**ASLS 483 Entry/Primary Speech-Language Pathology Practicum (2)**

Prerequisites: ASLS 469 and 3.0 GPA in major courses or consent of clinical coordinator. Learn general principles of the clinical process. Provide supervised individual therapy to clients with communication disorders. S/U graded.

**ASLS 487 Advanced Audiology (3)**

Prerequisite: ASLS 370. Theory and practice of advanced techniques of audiometric assessment.

**ASLS 508 Workshop (1-3)**

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

**ASLS 513 Professional Renewal (1-3)**

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded. Repeatable, under different subtitles.

**ASLS 515 Foundations of Research and Writing (1)**

Introduction to graduate-level writing and research strategies. Content includes identification of problems/research topics, use of library databases and web sources, organization of content, and use of current APA style.

**ASLS 516 Professional Issues in SLP (1)**

Professional issues in speech-language pathology as they relate to the public schools, medical settings and private practice. Topics include the law, ethics, risk management and third party reimbursement.

**ASLS 555 Neuroanatomy and Neurophysiology of Communication (3)**

Neuroanatomy-physiology related to speech, language and hearing; neuropathologies of the central nervous system and results of neurological insult.

**ASLS 563 Voice and Resonance Disorders (3)**

Etiologies and symptoms of dysphonia and laryngectomies, assessment and intervention strategies. Resonance disorders associated with cleft lip and palate and causes, including assessment and intervention in a team approach.

**ASLS 569 Advanced Diagnostic Procedures (1-2)**

Must be taken for a minimum of six credits. Perform speech-language screenings and diagnostic evaluations. Repeatable, maximum of eight credits.

**ASLS 570 Rehabilitative Audiology (2)**

Prerequisites: ASLS 478 or equivalent. Theory and procedures for rehabilitation of children and adults with hearing handicap.

**ASLS 571 Speech and Hearing Science (4)**

(3 lecture, 1 lab) Laboratory required. Models of speech production and perception, measurement techniques for simple and complex signals. Lab addresses application of models of speech production and perception to experimental and clinical situations.

**ASLS 572 Hearing Loss Prevention (3)**

The study of noise as it pertains to the auditory system. Physical aspects of noise, instrumentation, measurement and reduction principles, hearing conservation management.

**ASLS 573 Auditory Physiology (3)**

Undergraduate anatomy and physiology required. Advanced physiology of the human auditory system, emphasizing electrical potentials; processes of pathophysiology.

**ASLS 574 Clinical Practicum in Audiology (1)**

Prerequisites: 3.0 GPA in major courses or consent of clinical coordinator. Perform basic audiometric testing; audiometric screening, routine hearing evaluation and impedance audiometry. S/U graded.

**ASLS 580 Practicum in Rehabilitative Audiology (1-2)**

Habilitation/rehabilitation of acoustically-handicapped persons. Repeatable, maximum of six credits.

**ASLS 582 Educational Audiology (3)**

Explore services for hearing impaired children in the schools. Educational implications of auditory processing disorders are also covered.

**ASLS 583 Clinical Practicum: Introduction (1-2)**

Introduces students to issues related to treating individuals with speech and/or language disorders. Topics include writing treatment plans, evaluating clinical performance, working with supervisors, measuring outcomes, and risk management. S/U graded.

**ASLS 584 Screening Procedures in Speech-Language Pathology (1)**

Presents theory and procedures related to screening speech and language abilities in children and adults. Provides practice in implementing procedures in a variety of settings. S/U graded.

**ASLS 585 Clinical Practicum in Speech-Language Pathology: Intermediate (1-2)**

Prerequisite: ASLS 583. Students improve clinical skills and learn about issues related to clinical practice, including ethics, counseling, self-evaluation, treatment notes, efficacy, counseling techniques, sharing information verbally and relating to diverse populations. Repeatable, maximum of eight credits.

**ASLS 586 Clinical Practicum in Speech-Language Pathology: Intermediate/Advanced (2)**

Prerequisites: ASLS 585. Students improve their clinical skills and learn about issues related to clinical practice, including continuing education, conflict resolution, data keeping methods, technology, and clinical research. Repeatable, maximum of four credits.

**ASLS 587 Advanced Audiology (3)**

Theory and practice of advanced techniques of audiometric assessment.

**ASLS 588 Clinical Practicum in Speech-Language Pathology: Advanced (2)**

Prerequisites: ASLS 586. Students improve their clinical skills and learn about issues related to clinical practice in medical settings, including interviewing, legislation, professional liability, marketing, clinical fellowship year, leadership, inservices.

**ASLS 592 Internship in Public Schools (2-15)**

Prerequisites: Minimum of 100 clock hours of previous supervised clinical experience and/or consent of advisor. Supervised full-time experience working with school children. S/U graded. Repeatable, maximum of 15 credits.

**ASLS 594 Practicum and Advanced Topics in Audiology (1-6)**

Prerequisite: ASLS 574. Perform the full range of clinical audiological services, including special testing, hearing aid evaluations and dispensing of hearing aids. Repeatable, maximum of twelve credits.

**ASLS 615 Research in Audiology and Speech-Language Pathology (1-4)**

Engage students in systematic inquiry in communication disorders. Evaluate current research, pose research questions, formulate research designs, and develop formal research proposals. Advanced students conduct research and plan dissemination. Repeatable, maximum of 5 credits.

**ASLS 622 Directed Studies (1-4)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**ASLS 655 Acquired Disorders of Language and Cognition (3)**

Prerequisite: ASLS 555. This course describes signs and symptoms, evaluation approaches, differential diagnostic criteria, prevention, and management approaches to speech and language disorders resulting from acquired neurological dysfunction across the lifespan.

**ASLS 656 Feeding and Swallowing Disorders: Lifespan (2)**

Prerequisite: ASLS 555. In-depth study of normal and disordered deglutition in adult and pediatric populations and dysphagia diagnosis and management.

**ASLS 657 Motor Speech Disorders: Lifespan (2)**

Prerequisite: ASLS 555. Etiologies and characteristics of motor speech disorders. Differential diagnosis and treatment of the disorders will be explored with pediatric and adult populations.

**ASLS 658 Assistive Technology for Communication Disorders (3)**

Describes assistive technology (AT) applications for individuals with limited/restricted verbal communication. Emphasis on multidisciplinary assessment Selection and use of low and high assistive technologies for communication and learning.

**ASLS 661 Articulation and Phonological Disorders in Children (3)**

Disorders of speech production in pediatric populations. Biological, cognitive, linguistic, and ethnocultural systems influencing speech production, contributing/causal factors, theories of acquisition, assessment and treatment issues.

**ASLS 664 Fluency Disorders (3)**

Characteristics of fluency and fluency disorders; biological, developmental, and environmental factors contributing to fluency disorders; models of and research in fluency disorders; assessment of fluency; and, treatment of fluency disorders.

**ASLS 668 Cochlear Implants (3)**

Advances in cochlear implant device circuitry, electrode design, speech processing strategies, candidacy, and rehabilitation are explored. The history and technological progression of cochlear implants are also reviewed.



**ASLS 671 Psychoacoustics (2)**

Prerequisite: ASLS 573. Concepts of loudness, adaptation, auditory fatigue, masking and the critical band, pitch perception, localization, temporal order and perceptual organization.

**ASLS 675 Differential Diagnosis of Auditory Problems (3)**

Prerequisite: ASLS 573. Theory and process of differential diagnosis of hearing and auditory processing disorders. Focus on behavioral testing, advanced immittance concepts and assessment. Some exposure to other objective measures.

**ASLS 677 Medical Aspects of Audiology (3)**

Study of the medical correlates of hearing impairment including pathogenesis of auditory pathologies, medical/surgical intervention, pharmacology and ototoxicity, radiology and imaging techniques and effects of sedation on electrophysiologic tests.

**ASLS 678 Amplification I (3)**

Advanced study of the theory and use of hearing aids, other amplification devices and assistive listening devices.

**ASLS 681 Advanced Speech Physiology (3)**

Undergraduate anatomy and physiology required. Advanced physiology of the speech production system, emphasizing normal aspects. Select pathophysiological conditions.

**ASLS 682 Language Disorders in Early Childhood and Preschool (3)**

Language disorders from infancy through preschool. Application of contemporary theory and legislative mandates to assessment and treatment for infants and children demonstrating or at-risk for social-communicative-linguistic impairments.

**ASLS 684 Disorders of Language & Literacy: School-Age and Adolescent (3)**

In-depth study of impairments of oral language, reading, and written expression in school-age children and adolescents. Explores typical development, models of impairment, assessment and treatment.

**ASLS 685 Advanced Differential Diagnosis of Auditory Problems (3)**

Prerequisite: ASLS 675. Advanced study of auditory and vestibular physiology, otoacoustic emissions, multi-frequency tympanometry, auditory evoked potentials, and electronystagmography.

**ASLS 686 Capstone in Speech-Language Pathology (2)**

This seminar provides students the opportunity to complete in-depth study of an area of evidence-based practice, design a research study in that area, and present projects to faculty and peers.

**ASLS 688 Amplification II (3)**

Prerequisite: ASLS 678. A continuation of the advanced study of the theory, instrumentation, and use of hearing aids and assistive listening devices with emphasis on applied theory and clinical use.

**ASLS 692 Internship in Medical Settings (2-16)**

Prerequisites: Minimum of 100 clock hours of previous supervised clinical experience and/or consent of advisor. Supervised full-time clinical experience in diagnosis/treatment of persons with speech, language and/or hearing disorders in medical settings. S/U graded. Repeatable, maximum of 16 credits.

**ASLS 699 Thesis: Communication Disorders (1-6)**

Individual original research under the direction of faculty, aimed at acquisition of research skills, appreciation of the scientific inquiry process, knowledge of scientific writing style and dissemination. S/U graded. Repeatable, no limitations.

**ASLS 715 Applied Research in Audiology (1-4)**

Prerequisite: ASLS 615. Seminar to engage students in a capstone research project. Students will also explore multiple avenues for the presentation of professional quality scholarly projects in audiology. S/U graded. Repeatable, maximum of four credits.

**ASLS 720 Supervised Teaching in Communication Disorders (2)**

Emphasis on teaching techniques and methods for college and university instruction. Repeatable, maximum of six credits. S/U graded.

**ASLS 771 Speech Perception and Advanced Signal Processing (2)**

Prerequisite: ASLS 671. Advanced study of psychoacoustics with special reference to disordered auditory systems. Current theories of speech perception will also be addressed.

**ASLS 774 Professional Issues in Audiology (3)**

Overview of professional responsibilities and intra-professional relationships in the hearing health care delivery system. Medical-legal issues, business aspects, infection control, counseling, intra-personal skills and ethics are addressed.

**ASLS 775 Advanced Electro-diagnosis (3)**

Prerequisites: ASLS 685. Advanced testing methods of the auditory and vestibular systems.

**ASLS 782 Pediatric Audiology (3)**

Philosophy, diagnosis, and management of hearing loss in children. Includes auditory development, appropriate hearing assessment techniques for infants and children, interpretation of results, administering follow-up, and effective caregiver counseling.

**ASLS 792 Externship in Audiology (3-12)**

Prerequisites: 16 credits of internship in any combination of ASLS 592 or ASLS 692, and consent of clinical coordinator. Full-time, broad-based clinical experience in the diagnosis, treatment, management and prevention of hearing loss in a supervised off-campus site. Enrollment is during the 4th year of the Au.D. program. S/U graded. Repeatable, maximum of 27 credits.

**ASLS 999 Graduate School Continuous Registration (1)**

To permit a graduate student to continue making progress in a degree program. S/U graded. Repeatable, no limitations.

**AST — ASTRONOMY****AST 100 General Astronomy (4)**

(3 lecture, 2 laboratory) The universe and our place in it. No mathematics background required. (LAC, gTP)

**AST 301 Classical Astronomy (3)**

(2 lecture, 2 laboratory) Our picture of the universe based on optical observations from prehistory to 1950.

**AST 302 Modern Astronomy (3)**

(2 lecture, 2 laboratory) The complex and violent universe revealed by radio astronomy, planetary exploration and satellite observatories.

**AST 422 Directed Studies (1-4)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**AST 622 Directed Studies (1-4)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**BA — BUSINESS****ADMINISTRATION****BA 100 American Business System (3)**

For non-business majors. Understand how the American business system works and compare it with business systems in other nations. Discuss how business functions and the impact of current events. (F,S)

**BA 101 Business Computing (3)**

(Laboratory arranged) Develop students' knowledge and skills in computer knowledge and applications. Focus is on developing competencies in leading edge business computer applications: spreadsheets, graphics, data bases, word processing and operating systems. (F,S)

**BA 150 Foundations of Business Thought (3)**

Course will introduce the student to the cultural, historical, and philosophical thought surrounding the issues of business throughout the ages. (LAC, gTP)

**BA 205 Business Communications (3)**

(Laboratory arranged) Prerequisite: ENG 122. Composition courses emphasizing planning, organizing, and presenting written business communications for decision making. Use of computer software programs integrated in the writing of business correspondence and reports. (F,S)



**BA 251 International Business (3)**

Non-technical introduction to global business operations and planning, including investment issues, comparative management, technology impact, competition, cultural diversity and legal issues. (LAC) (F,S)

**BA 295 Executive Professor Special Topics I (1-3)**

Consent of Instructor. A seminar for freshman and sophomore majors and minors, taught by business executives, integrating practical experience into the theoretical curriculum. Topic varies per expertise of Executive Professor. S/U or letter graded. Repeatable, under different subtitles.

**BA 492 Internship in General Business (1-3)**

Consent of faculty coordinator. Majors and minors only. Seniors only. Obtain practical experience and opportunities to utilize theory of business core courses. Internship proposal, progress report, and final report required. S/U graded. Repeatable, maximum of three credits.

**BA 495 Executive Professor Special Topics II (1-3)**

Consent of instructor. A seminar for junior and senior majors and minors, taught by business executives, integrating practical experience into the theoretical curriculum. Topic varies per expertise of Executive Professor. S/U or letter graded. Repeatable, under different subtitles.

**BAAC — ACCOUNTING****BAAC 220 Principles of Accounting I (3)**

Prerequisite: Successful completion of the computer proficiency exam or BA 101 or concurrent enrollment in BA 101. Students must have completed 24 credit hours. An introduction to basic principles of accounting. The accounting cycle is examined in relation to recording, classifying, reporting and interpreting financial information for business. (F,S)

**BAAC 221 Principles of Accounting II (3)**

Prerequisites: Successful completion of the computer proficiency exam or BA 101; BAAC 220 with a minimum grade of "C-". Sophomores or above. The course examines the concepts and applications of managerial accounting which provides economic, financial, and nonfinancial information for managers and other internal users. (F,S)

**BAAC 222 Fraud Examination (3)**

Prerequisite: BAAC 220. An introduction to occupational fraud and white-collar crime with focus on how and why fraud is committed, how fraud is detected, investigated, and resolved, and how fraud is deterred. (S)

**BAAC 320 Intermediate Accounting I (3)**

Prerequisite: BAAC 221 with a minimum grade of "C-". Business majors only. Juniors or above. An activity course stressing the conceptual framework of accounting, a review of the accounting process, statement presentations of current assets, property, plant, equipment and intangible assets. (F,S)

**BAAC 321 Intermediate Accounting II (3)**

Prerequisite: BAAC 320 with a minimum grade of "C-". Business majors only. Juniors or above. An activity course with emphasis on current and long-term liabilities, investments, stockholders' equity, pensions, leases, income taxes and cash flows. (F,S)

**BAAC 323 Cost and Managerial Accounting I (3)**

Prerequisite: BAAC 221 with a minimum grade of "C-". Business majors only. Juniors or above. Accumulating and analyzing information for management purposes. Topics include product costing, cost-volume-profit relationships, budgeting and performance evaluation. (F,S)

**BAAC 325 Income Tax I (3)**

Prerequisite: BAAC 221 with a minimum grade of "C-". Business majors only. Juniors or above. A comprehensive introduction to federal income taxation with emphasis on tax implications of business transactions. Basic tax concepts are applied to a broad range of taxpayer activities and related entities. (F,S)

**BAAC 326 Governmental and Institutional Accounting (3)**

Prerequisite: BAAC 221 with a minimum grade of "C-". Business majors only. Juniors or above. This is an activity course involving the study of accounting processes and procedures used by state and local governmental units and other selected not-for-profit entities. (F)

**BAAC 327 Managerial Accounting (3)**

Prerequisite: BAAC 221. Open to general business emphasis students only. Juniors or above. No graduation credit for accounting majors. This is a theory course studying the use of information derived from an accounting system for effective management decision making, cost analysis and budgeting management control and evaluation. (F)

**BAAC 328 Accounting Systems (3)**

Prerequisites: BACS 300 and BAAC 221 with a minimum grade of "C-". Business majors and Network and Information Security minors only. Juniors or above. An activity course designed to study elements of accounting information systems. Conceptual modeling, implementation of accounting transaction processing systems, enterprise value chains, business processes, documentation, and control requirements are emphasized. (F,S)

**BAAC 420 Accounting Theory and Research (3)**

Prerequisite: BAAC 321 with a minimum grade of "C-". Business majors only. Juniors or above. An activity course that reviews and analyzes financial accounting theory. Emphasis is on applied accounting research, authoritative sources of informations, critical thinking, and communication skills. (F,S)

**BAAC 421 Advanced Accounting (3)**

Prerequisite: BAAC 321 with a minimum grade of "C-". Open to accounting emphasis students only. Juniors or above. An activity course covering business combinations, consolidated financial statements, partnerships, segmental reporting and foreign operations. (F,S)

**BAAC 422 Accounting Directed Studies (1-3)**

Business majors only. Juniors or above. Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) S/U graded. Repeatable, maximum concurrent enrollment is two times.

**BAAC 423 Cost and Managerial Accounting II (3)**

Prerequisite: BAAC 323 with a minimum grade of "C-". Business majors only. Juniors or above. Continuation of BAAC 323 - an activity course; includes capital budgeting decision models; planning and control systems; and advanced topics in cost behavior, cost allocation and product costing. (S)

**BAAC 425 Auditing I (3)**

Prerequisite: BAAC 320 with a minimum grade of "C-". Business majors only. Seniors or above, or consent of instructor. This is an activity course covering an overview of procedures and techniques of auditing including auditor's report, internal control, evidence gathering, legal liability, statistical sampling and computer auditing. (F,S)

**BAAC 426 Auditing II (3)**

Prerequisite: BAAC 425 with a minimum grade of "C-". Business majors only. Juniors or above. A seminar course for the study of audit procedures for specific transaction cycles. Complete a simulated audit case. (S)

**BAAC 429 Income Tax II (3)**

Prerequisite: BAAC 325 with a minimum grade of "C-". Business majors only. Juniors or above. An activity course that promotes understanding beyond a foundation course. Emphasis is on advanced topics in individual and entities taxation with a focus on tax policy issues and planning implications. (F)

**BAAC 492 Internship in Accounting (1-3)**

Prerequisite: Faculty coordinator's consent. Business majors only. Juniors or above. Practical work experience allowing the intern the opportunity to utilize the material learned in accounting courses. Credit for the internship is determined by the coordinator. S/U graded. Repeatable, maximum of nine credits.

**BAAC 495 Special Topics in Accounting (1-3)**

Consent of instructor. Business majors only. Juniors or above. This seminar course explores advanced topics in accounting. Special topics will be specified by the instructor. S/U or letter graded. Repeatable, under different subtitles.

## BACS — COMPUTER INFORMATION SYSTEMS

### BACS 200 Web Design and Development for Small Business (3)

Prerequisite: Computer literacy required. Required laboratory arranged. Study web site design concepts for e-business applications. Designing, developing, publishing, and managing web sites will be emphasized. Projects focus on web presence requirements for small and mid-sized companies.

### BACS 285 Application Programming Languages (3)

Prerequisite: Successful completion of the computer proficiency exam or BA 101. Required laboratory arranged. Business majors only. An activity course exploring business programming applications using modern computer languages. Topics include inputting, outputting, processing logic, character processing, file processing and subroutines.

### BACS 287 Graphical Interface Programming (3)

Prerequisite: Successful completion of the computer proficiency exam or BA 101. Required laboratory arranged. Majors and minors only. Covers modern programming languages geared for graphical user interfaces and interactive processing. This course introduces students to end-user computing, human factors, graphical programming environments and event-driven programming.

### BACS 300 Information Systems (3)

Prerequisite: Successful completion of the computer proficiency exam or BA 101. Majors and minors only. Juniors or above. Topics include information systems technology, strategic uses of information, software, hardware concepts, networking and internet and e-commerce. (F,S)

### BACS 350 Intermediate Web Development (3)

Prerequisites: BACS 200 with a minimum grade of "C-" or consent of instructor. Required laboratory arranged. An activity course to develop students' knowledge and skills in developing interactive, data driven e-commerce web sites. Students will employ cutting edge development techniques using industry standard software applications.

### BACS 371 Introduction to Computer Forensics (3)

Prerequisite: BACS 300 or permission of instructor. The identification, preservation, extraction, interpretation, and presentation of computer-related evidence. Formal methodologies; basics of computer operating systems, file systems and hardware for data storage; fundamental laws and regulations.

### BACS 380 Networking and Data Communications Systems (3)

Required laboratory arranged. Majors and minors only. Juniors or above. This is an activity course involving the study of data communications and networks. Topics include history, media, hardware, software, standards, networks, analysis and design, distributed processing and network management.

### BACS 382 TCP/IP Network Security (3)

Prerequisite: BACS 380 or consent of instructor. First course in networking security techniques: study of hacking techniques, implementation of security plans, hands-on analysis of real-time networks using common tools such as NMAP, and defensive techniques.

### BACS 387 Object Oriented System Development (3)

Prerequisite: BACS 287 with a minimum grade of "C-". Required laboratory arranged. Majors and minors only. Juniors or above. Introduces the concepts of object-oriented design to students with a background in the procedural paradigm. Emphasis on the development of business applications.

### BACS 392 Systems Platforms and Network Development (3)

Prerequisite: BACS 380 with a minimum grade of "C-" or consent of instructor. Majors/minors only. Juniors or above. An activity course providing students with the opportunity to work with and manage network servers. The course focuses on implementation of UNIX and Microsoft networking platforms, security, and management. May not be taken with BACS 380.

### BACS 422 Directed Studies (1-3)

Consent of instructor required. Business majors only. Juniors or above. Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) S/U graded. Repeatable, maximum concurrent enrollment is two times.

### BACS 482 Management Support Systems (3)

Prerequisite: BACS 287. Required laboratory arranged. Majors and minors only. Juniors or above. An activity course for designing and implementing decision support, knowledge-based support and executive support systems. Covers mathematical and descriptive modeling, knowledge acquisition, knowledge representation and relevant computer based tools.

### BACS 484 Distributed Enterprise Systems (3)

Prerequisites: BACS 387. Majors and minors only. Juniors or above. A focus on computer-based techniques that enable businesses to manage across distributed value chains. Students are provided design and enterprise tools for developing distributed business systems.

### BACS 485 Database Management Systems (3)

Prerequisite: BACS 287 with a minimum grade of "C-". Required laboratory arranged. Majors and minors only. Juniors or above. An activity course covering design, implementation and operation of database systems/applications. Topics include database processing, models, organizational planning, logical and physical design, implementation, data organization and data structures. (F)

### BACS 486 Advanced Database Management (3)

Prerequisite: BACS 485 with a minimum grade of "C-". Required laboratory arranged. Business majors only. Seniors or above. An activity course covering database systems/applications. Topics include advanced relational and network database processing, data dictionaries, database integrity issues, distributed databases, emerging technologies and database administration.

### BACS 487 Systems Analysis and Design (3)

Prerequisite: BACS 287 with a minimum grade of "C-", and BACS 300 with a minimum grade of "C-". Majors and minors only. Required laboratory arranged. Open to computer information systems emphasis students only. Juniors or above. An activity course that covers systems analysis and design; emphasizes techniques, tools, skills, procedures and end products. Covers investigation, analysis/design.

### BACS 488 Senior CIS Project (3)

Prerequisite: BACS 487 with a minimum grade of "C-" or consent of instructor. Required laboratory arranged. Majors and minors only. Seniors or above. This is an activity course in which students perform an actual systems analysis and design. An information system will be developed by the student and time permitting, will be implemented. (S)

### BACS 490 Advanced E-Business Technology (3)

Prerequisites: BACS 287 with a minimum grade of "C-". Business majors or minors only. Juniors or above. An activity-based course in which the student will develop e-business sites utilizing techniques, tools and technology.

### BACS 492 Internship in Computer Information Systems (1-3)

Consent of faculty coordinator. Majors and minors only. Juniors or above. Obtain practical experience in one or more of the following CIS areas: programming, systems design, DBMS, quantitative research, data communications, DSS. S/U graded. Repeatable, maximum of three credits.

### BACS 495 Special Topics in CIS (1-3)

Prerequisite: BACS 287 with a minimum grade of "C-". Majors and minors only. Juniors or above. This seminar course explores advanced topics in computer information systems and/or quantitative methods. S/U or letter graded. Repeatable, under different subtitles.

## BAFN — FINANCE

### BAFN 231 Legal Environment of Business (3)

Emphasizes public law, regulation of business and various relationships that exist within society, government and business such as: economic regulation, social regulation, laws impacting labor-management issues and environmental concern. (F,S)

### BAFN 240 Introduction to Personal Financial Planning (3)

Business majors will not receive credit towards their major. Discuss concepts and principles of personal financial planning including personal financial assessment, goal setting, planning and management of personal assets, credit, insurance, investments, estates and taxes.

### BAFN 291 Business Statistics I (3)

Prerequisites: Successful completion of the computer proficiency exam or BA 101, and MATH 124. Learn the use of statistics in business activities through techniques of descriptive statistics, sampling distributions, statistical estimation, tests of hypotheses and introduction to bi-variate linear regression. (F,S)

### BAFN 305 Intermediate Business Statistics (3)

Prerequisites: Successful completion of the computer proficiency exam, or BA 101. BAFN 291 and MATH 131 or MATH 176. Majors and minors only. Juniors and above. Topics include a review of statistical estimation and hypothesis testing, ANOVA, simple and multiple regression, forecasting and decision theory. Students will use Excel and a number of web-based databases. (F,S)

### BAFN 332 Business Administration and the Law (3)

Prerequisite: BAFN 231. Business majors only. Juniors or above. Provides an understanding of the law of business transactions as part of the decision-making process. Topics will include the law of contracts, sales, bailments and negotiable instruments. (F,S)

### BAFN 340 Principles of Risk and Insurance (3)

Business majors only. Juniors or above. Theory of risk and risk bearing; arrangements; insurance industry, types of insurers, functions of insurers and government regulation of insurance; social insurance; and basic features of selected insurance contracts. (F,S)

### BAFN 370 Business Finance (3)

Prerequisites: BAAC 221 and BAFN 291; ECON 203 and ECON 205. Juniors or above. Examines the basic principles and concepts of financial management. Topics include valuation, risk, financial analysis and planning, working capital management, cost of capital, capital structure and capital budgeting. (F,S)

### BAFN 371 Financial Markets and Institutions (3)

Prerequisite: ECON 203. Business majors only. Juniors or above. Analyze characteristics and interrelations between money and capital markets and flow of funds. Stress financial institutions' role as intermediaries and effect on economic activity. (F,S)

### BAFN 372 Introduction to Real Estate (3)

Juniors or above. Business majors only. Discover important concepts and principles of real estate, especially procedures for evaluating and appraising real estate investments, legal marketing and financing aspects of real estate. (F)

### BAFN 375 Multinational Financial Management (3)

Prerequisite: BAFN 370. Business majors only. Juniors or above. Addresses the financial characteristics and environment of the multinational corporation. Special attention is focused on how international risk factors and foreign securities markets affect financial decisions. (F,S)

### BAFN 379 Investments (3)

Prerequisite: BAFN 370. Business majors only. Juniors or above. The study of financial securities, their valuation and the markets where they are traded. Analyze economic and market factors affecting risk, returns, and timing of investment decisions. (F,S)

### BAFN 422 Directed Studies (1-3)

Juniors or above. Business majors only. Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) S/U graded. Repeatable, maximum concurrent enrollment is two times.

### BAFN 441 Estate Planning and Life Insurance (3)

Prerequisites: BAFN 340 and BAAC 325. Business majors only. Juniors or above. Discuss property disposition and estates and trusts, administration of estates, federal estate unified tax, planning through trusts and wills, life insurance and estate planning. (S)

### BAFN 442 Topics in Financial Planning (3)

Prerequisites: BAFN 340, BAFN 379. Business majors only. Juniors or above. Provide a comprehensive examination of financial planning concepts and techniques through both class discussion and case analysis. (S)

### BAFN 470 Financial Management (3)

Prerequisite: BAFN 370 with a minimum grade of "C-". Business majors only. Juniors or above. Covers advanced concepts and techniques of financial management, especially emphasizing the overall environment and decision making by financial managers. Topics include modern portfolio theory and capital structure theory. (F,S)

### BAFN 473 Commercial Bank Management (3)

Prerequisite: BAFN 370, BAFN 371. Business majors only. Juniors or above. Investigate the management of banks and other financial institutions. Evaluate decision strategies used to enhance performance in a changing economic and regulatory environment. Review banking principles, current practices problems. (F)

### BAFN 474 Case Problems in Financial Management (3)

Prerequisite: BAFN 470. Business majors only. Open to finance emphasis students only. Juniors or above. This seminar class involves the comprehensive study of applied financial management, finance, other business skills and financial decision making processes for the firm. Use case study problem solving method. (F,S)

### BAFN 478 Student and Foundation Fund (3)

Prerequisite: BAFN 379 and consent of instructor. Business majors only. Juniors or above. Involves students managing a portfolio of funds provided by the UNC Foundation while studying and applying the principles of security analysis and portfolio management. S/U graded. Repeatable, maximum of six credits. (F,S)

### BAFN 479 Portfolio Management(3)

Prerequisite: BAFN 379. Business majors only. Juniors or above. Complete an in-depth research project of an industry and selected firms within the industry, considering near term expected economic climate. Emphasize portfolio theory and recent changes in financial statement presentation. (S)

### BAFN 492 Internship in Finance (1-3)

Consent of faculty coordinator. Business majors only. Juniors or above. Get practical experience and opportunities to utilize theory of academic finance courses. S/U graded. Repeatable, maximum of three credits.

### BAFN 495 Special Topics in Finance (1-3)

Consent of instructor. Business majors only. Juniors or above. This seminar course explores advanced topics in finance. S/U or letter graded. Repeatable, maximum of six credits.

## BAMG — MANAGEMENT

### BAMG 350 Management of Organizations (3)

Juniors or above. An introduction to management of organizations covering organizational behavior, individual behavior and management topics such as motivation, leadership, organization design, organizational theory, diversity, international management and ethics. (F,S)

### BAMG 353 Human Resources Management (3)

Prerequisite: BAMG 350. Business majors only. Junior or above. A survey of human resource management topics such as recruitment, selection, training, development, performance appraisal, compensation, career development.



**BAMG 354 Organizational Behavior (3)**

Prerequisite: BAMG 350. Non-business PLP majors may satisfy the prerequisite by taking PLP 100, PLP 200 and PSY 265. Business majors and PLP students only. Juniors or above. A study of behavioral science theories and concepts applicable to individuals, teams, and organizations. Topics include motivation, leadership, group dynamics, perception, decision-making, power, culture, change and communication.

**BAMG 355 Fundamentals of Entrepreneurship (3)**

Juniors or above. The objective of this course is to provide significant exposure to the entrepreneurial process. Students will learn how to recognize and evaluate small business opportunities and successful entrepreneurial practices.

**BAMG 357 Managing New Business Ventures (3)**

Prerequisites: BAFN 370, BAMG 350, BAMG 355 and BAMK 360. BAFN 370 may be taken concurrently. Business majors only. Juniors or above. An activity course emphasizing the creation and execution of a business plan in concert with a small business owner. Students will learn problems and opportunities of starting new businesses.

**BAMG 407 Small Business Counseling (3)**

Consent of instructor. Business majors only. Juniors or above. A seminar course which applies theories learned in all business majors to actual small businesses.

**BAMG 422 Directed Studies (1-3)**

Prerequisite: BAMG 350 and consent of instructor. Business majors only. Juniors or above. Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) S/U graded. Repeatable, maximum concurrent enrollment is two times.

**BAMG 452 Contemporary Issues in Business and Society (3)**

Prerequisite: BAMG 350. Business majors only. Juniors or above. A study of the role of business organizations in society and the relationships between business and society, social responsibility, political and regulatory influences in multiple environments, and business ethics.

**BAMG 453 Advanced Topics in Human Resources Management (3)**

Prerequisites: BAMG 350, BAMG 353 and senior standing. Business majors only. Provides an expanded examination of human resources management topics such as performance appraisal, training, compensation and labor relations. Current topics are emphasized.

**BAMG 454 Leadership in Organizations (3)**

Prerequisite: BAMG 354. Business majors or PLP majors only. This course will examine leadership in organizations. Topics include an examination of differing leadership styles and theories and the ethical use of leadership and power.

**BAMG 455 Labor Relations (3)**

Prerequisite: BAMG 350. Business majors only. Juniors or above. Traces the labor movement, philosophies of labor unions, legislation, and court decisions and labor boards affecting management-employee relations. Covers current labor topics, contracts and administration, grievances and disputes.

**BAMG 456 Strategic Management (3)**

Prerequisites: BAFN 305, BAFN 370, BAMG 350 and BAMK 360. BAFN 305 may be taken concurrently. Senior standing. Business majors only. Examines organizational strategic issues and problems related to internal and external environments. Case analysis framework and strategic management concepts emphasized. (F,S)

**BAMG 457 Managing Complex Organizations (3)**

Prerequisite: BAMG 350. Business majors only. Open to management emphasis students only. Juniors or above. A seminar course which concentrates on the analysis and understanding of effective organizations through the study of organizational theory.

**BAMG 458 International Management (3)**

Prerequisite: BAMG 350. Business majors only. Juniors or above. A seminar that examines the field of international management. Examines the implications of managing organizations involved in global operations.

**BAMG 459 Management of Quality (3)**

Prerequisite: BAMG 350 or consent of instructor. Business majors only. Juniors or above. An introduction to managing quality in organizations, covering product and process design, understanding of basic quality tools, and implementation of improvement programs such as six sigma and lean enterprise.

**BAMG 492 Internship in Management (1-3)**

Faculty coordinator's consent. Business majors only. Juniors or above. An internship working in a middle management position to obtain practical organizational experience. Internship proposal, progress report and final report required. S/U graded. Repeatable, maximum of three credits.

**BAMG 494 Nonprofit Management (3)**

Prerequisites: BAFN 370, BAMG 350, BAMK 360, BACS 300 and BAFN 231. BAFN 370 may be taken concurrently. Juniors and above. This course provides integration of management, marketing, finance and accounting principles for the management of nonprofit organizations. Topics include board development, risk management and ethical issues in nonprofit organizations.

**BAMG 495 Special Topics in Management (3)**

Prerequisite: BAMG 350 or consent of instructor. Business majors only. Juniors or above. A seminar in various management content areas as need and opportunity arise. Primarily for management majors, this course attempts to integrate management concepts within applied settings. S/U or letter graded. Repeatable, under different subtitles.

**BAMK — MARKETING****BAMK 260 Introduction to Marketing (3)**

This course provides introduction to basic concepts of marketing and how these marketing concepts are applied by both business and non-business organizations. Non-business majors only.

**BAMK 360 Marketing (3)**

Prerequisite: ECON 205 or take concurrently. Juniors or above. This theory course provides understanding of the basic concepts/ terminologies in marketing, as well as an understanding of how these concepts are applied in international and domestic business settings. (F,S)

**BAMK 361 Consumer Behavior (3)**

Prerequisite: BAMK 360. Business majors only. Juniors or above. This theory course examines various theories of consumer behavior and the decision making process from a global perspective. The implications of cultural, ethical and legal variables will also be discussed. (F,S)

**BAMK 363 Promotional Strategy (3)**

Prerequisite: BAMK 360. Business majors only. Juniors or above. This is an activity course involving the study of advertising, personal selling, public relations and sales promotion. Case discussions concentrate on integrating promotion tools into an overall marketing communications strategy.

**BAMK 364 Selling and Sales Management (3)**

Prerequisite: BAMK 360. Business majors only. Juniors or above. This is an activity course emphasizing both theoretical and practical skills in the personal selling process and the management of a sales force.

**BAMK 365 Advertising and Promotion (3)**

Prerequisite: BAMK 360. Business majors only. Juniors or above. An activity course involving study of integrated marketing communications with course components including advertising terminology, management, design, and media selection; personal selling; public relations; sponsorship; sales promotion; and Internet marketing.

**BAMK 366 Retailing (3)**

Prerequisite: BAMK 360. Business majors only. Juniors or above. An introductory survey course of retail institutions; how they operate and their impact on the marketplace. This course covers both theory and practice.



**BAMK 368 Marketing Analysis and Research (3)**

Prerequisites: BAFN 291, BAFN 305, and BAMK 360. BAFN 305 may be taken concurrently. Business majors only. Juniors or above. An activity course involving practical experience in planning a research investigation, designing questionnaires, sampling, interpreting results and preparing a research report. Emphasis on product, advertising, sales and motivational research. (F,S)

**BAMK 371 E-Marketing (3)**

Prerequisites: BAMK 360. (BACS 200 is recommended.) Business majors and minors only. Juniors and above. This seminar course explores the topic of e-marketing. The course provides students with an understanding of how the marketing function is adapting to technologies in the 21st Century.

**BAMK 407 Small Business Counseling (3)**

Consent of instructor. Business majors only. Juniors or above. A seminar course which applies theories learned in all business majors to actual small businesses.

**BAMK 422 Directed Studies (1-3)**

Prerequisites: BAMK 360. Consent of instructor. Business majors only. Seniors or above. Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) S/U graded. Repeatable, maximum concurrent enrollment is two times.

**BAMK 461 Advertising Campaigns (3)**

Prerequisite: BAMK 365 and/or consent of instructor. Juniors or above. An interdisciplinary activity course where students receive realistic experience in campaign planning. Assume the identity of an advertising agency responsible for the preparation of a complete marketing communications program.

**BAMK 464 Global Marketing Strategies (3)**

Prerequisite: BAMK 360. Business majors only. Juniors or above. A seminar of institutions, functions, policies and practices in international markets. Global multinational aspects of business enterprises and their effects on marketing problems and management are analyzed. (F,S)

**BAMK 468 Business-to-Business Marketing (3)**

Prerequisite: BAMK 360. Business majors only. Juniors or above. A course in theoretical and practical aspects of marketing goods and services to business. Emphasizes analysis and segmentation of business markets and development of marketing mixes to serve those markets.

**BAMK 469 Supply Chain Management (3)**

Prerequisite: BAMK 360. Business majors only. Juniors or above. An activity seminar course designed to explore the techniques utilized by marketing-oriented distribution managers within the worldwide logistics process. Computer simulation and/or case analysis may be used.

**BAMK 470 Direct Marketing (3)**

Prerequisite: BAMK 360. Business majors only. Juniors or above. An examination of the concepts, strategies and applications involved in direct marketing, including mail order and direct response advertising.

**BAMK 490 Marketing Problems (3)**

Prerequisites: BAFN 370, BAMK 361 and BAMK 368. Business majors only. Open to marketing emphasis students only. Seniors or above. This capstone marketing seminar course emphasizes application, analysis, planning and control of the various marketing mix variables, the target market, and the marketing environment. (F,S)

**BAMK 492 Internship in Marketing (1-3)**

Consent of faculty coordinator. Business majors only. Juniors or above. This course gives the student practical experience and opportunities to apply theory from academic marketing courses. S/U graded. Repeatable, maximum of three credits.

**BAMK 495 Special Topics in Marketing (3)**

Business majors only. Juniors or above. This seminar course explores various advanced marketing topics. The course is offered as needed. S/U or letter graded. Repeatable, under different subtitles.

**BIO — BIOLOGY****BIO 100 Exploring Biology (3)**

No credit for biological science majors and minors. An exploration of biological principles of concern to the educated layperson. Topics include ecology, evolution, the cell, organs and systems, inheritance and disease. (LAC, gTP)

**BIO 101 Biological Perspectives (4)**

(3 lecture, 3 laboratory) Non-majors only. Biological concepts within a human context covering cell biology, physiology, genetics, evolution, ecology and interactions of humankind and the environment. No credit for biology majors or minors. (LAC, gTP)

**BIO 102 Success in Biology (1)**

An introduction to life at UNC, the biology major, and biology careers for incoming freshman. S/U graded.

**BIO 103 Success in Biology II (1)**

A continued introduction to biology, the practice of science, the philosophy of science, and strategies for success. S/U graded.

**BIO 110 Principles of Biology (4)**

(3 lecture, 3 laboratory) Biological principles from cells to communities, especially structure and function. Study of genetics, metabolism, development and homeostasis. Not recommended for non-science majors. (LAC, gTP)

**BIO 111 Survey of Organismal Biology (4)**

(3 lecture, 3 laboratory) Survey of all living organisms focusing on diversity, life cycles and classification, structure and function, ecology and evolutionary relationships. Not recommended for non-science majors.

**BIO 112 Principles of Biology****Applications (1)**

(1 lecture) Co-requisite: BIO 110. Explore current applications and methods of biological principles, while developing critical thinking and problem solving skills within biology.

**BIO 114 Organismal Biology****Applications (1)**

Co-requisites: BIO 111. Use current issues in biodiversity to explore real-world applications of organismal biology.

**BIO 210 Cell Biology (3)**

(3 lecture) Prerequisites: BIO 110 and CHEM 111. Pre/Co-requisite: CHEM 281 or CHEM 331. Study cellular basis of life, with emphasis on biological macromolecules, cell organelles, cell membranes, cellular respiration and photosynthesis, and evolution of cells.

**BIO 211 Cell Biology Applications (1)**

Prerequisite: BIO 110. Co-requisite: BIO 210. Strengthen critical thinking and problem solving skills while exploring real-world applications of cell biology and the technology of discovery.

**BIO 220 Genetics (4)**

(3 lecture, 3 laboratory) Prerequisites: BIO 110 and BIO 210. Study fundamental laws of heredity, the molecular structure and function of genes, and emerging genetic technologies.

**BIO 221 Genetics Applications (1)**

(1 lecture) Co-requisite: BIO 220. Explore current applications and methods of Genetics, while developing critical thinking and problem solving skills in the field.

**BIO 245 Introduction to Human****Anatomy and Physiology (4)**

(3 lecture, 3 laboratory) Stress regulatory mechanisms that maintain normal body function and broad general biological principles as they apply to structure and function.

**BIO 246 Advanced Human Anatomy and Physiology (3)**

(2 lecture, 3 laboratory) Prerequisite: BIO 245. Study of regulation of cellular and systemic physiology, including membrane transport, cell cycle, autonomic nervous system, cardiovascular system, renal function and metabolism as they relate to homeostasis. Inquiry based laboratory.

**BIO 265 Life Science Concepts (3)**

(2 lecture, 2 laboratory) An investigation of basic biological concepts in biological science through lecture, discussion and laboratory investigation. Ideal for students seeking elementary certification. (LAC, gTP)

**BIO 330 Plant Systematics (4)**

(3 lecture, 3 laboratory) Prerequisite: BIO 111. History of plant taxonomy, phylogenetic systematics, family recognition, and identification of local flora using keys. Native plant collection and field trips required.

**BIO 331 General Entomology (4)**  
(3 lecture, 3 laboratory) Prerequisite: BIO 111. Study of the biology of the principal orders of insects by collecting and classifying specimens. Agents and vectors of disease are stressed. Insect collection is required.

**BIO 333 General Parasitology (4)**  
(3 lecture, 3 laboratory) Prerequisites: BIO 101 or BIO 111. Study of the symbiotic relationships of parasitism as exemplified by typical parasites of humans, domesticated and wild animals, stressing life cycles, pathogenesis, systematics and host-parasite relationships.

**BIO 334 Mammalogy (4)**  
(3 lecture, 3 laboratory) Prerequisite: BIO 111. Study of the functional biology, ecology and behavior of mammals. Laboratory stresses the identification and ecology of Colorado species. Field work required.

**BIO 335 Survey of Fishes, Amphibians and Reptiles (4)**  
(3 lecture, 3 laboratory) Prerequisite: BIO 111. Investigation of the biology of the cold-blooded vertebrates including their evolution, ecology and behavior. Laboratory stresses the identification and biology of Colorado species.

**BIO 336 Ornithology (3)**  
(2 lecture, 3 laboratory) Prerequisite: BIO 111. Study of the general biology and behaviors of birds. Laboratory emphasis will be on field identification of birds. Field trip required.

**BIO 337 Morphogenesis of Algae and Fungi (4)**  
(3 lecture, 3 laboratory) Prerequisite: BIO 111. Study of structure, morphogenesis and phylogenetic relationships of organisms grouped with algae, fungi. Comparative study to explore multiple kingdom concepts. Ecological, medical and economic aspects of mycology and phycology explored.

**BIO 341 Human Anatomy (3)**  
(2 lecture 3 laboratory) Prerequisite: BIO 110. Study of the organ systems of the human body, their structure and integration. Laboratory includes examination of mammalian organs.

**BIO 345 Comparative Vertebrate Morphogenesis (4)**  
(3 lecture 3 laboratory) Prerequisites: BIO 110 and BIO 111. Study of comparative developmental processes of vertebrates as they relate to the structure of the adult organ systems. Developmental anatomy and adult morphology of sharks through mammals are studied and dissected.

**BIO 350 Human Physiology (4)**  
(3 lecture, 3 laboratory) Prerequisites: BIO 210; recommend BIO 341. Examine in detail the function of the organ systems of the human body, especially of those involved with the maintenance of normal function.

**BIO 351 Microbiology (4)**  
(3 lecture, 3 laboratory) Prerequisites: BIO 110 and CHEM 281 or CHEM 331. Examine microorganisms and their interactions with living and non-living components of the biosphere. Study the structural and metabolic diversity within Eubacteria and Archaea, some fungi and viruses.

**BIO 354 General Plant Physiology (4)**  
(3 lecture, 3 laboratory) Prerequisites: BIO 111, and CHEM 281 or CHEM 331. Study of physiological factors influencing the chemical and structural composition of plant absorption and utilization of water and minerals; photosynthesis, translocation, respiration, nitrogen metabolism; and growth and development.

**BIO 355 Medical Pharmacology (2)**  
(2 lecture) Prerequisite: BIO 246 or BIO 350. A detailed study of the principles underlying absorption, distribution, metabolism, excretion and interaction of drugs in humans.

**BIO 360 Ecology (4)**  
(3 lecture, 3 laboratory) Prerequisite: BIO 111. Identify/describe plant and animal communities. Study of ecosystem structure and energy flow. Examine topics such as biogeochemical cycles, soils, population structure, species' interactions and succession. Field trip may be required.

**BIO 362 Principles of Animal Behavior (3)**  
(2 lecture, 3 laboratory) Prerequisite: BIO 111. Study of behaviors of animals with emphasis on non-human forms. The ethology and ecological significance of behaviors will be stressed. Field work is required.

**BIO 380 Aquatic Biology (4)**  
(3 lecture, 3 laboratory) Prerequisites: BIO 110 and BIO 111. This course examines aquatic communities, determines species present, nature of the physical and chemical aquatic environment, species and population distribution, productivity and eutrophication.

**BIO 381 Principles of Immunology (3)**  
(3 lecture) Prerequisite: BIO 210. An introduction to the components and basic mechanisms of the immune system.

**BIO 408 Workshop (1-3)**  
A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles, maximum of six credits. S/U graded.

**BIO 422 Directed Studies (1-3)**  
Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum of six credits per semester.

**BIO 425 Molecular Genetics (3)**  
(2 lecture, 3 laboratory) Prerequisites: BIO 220 and CHEM 481. Examination of protein synthesis, DNA replication, gene structure, and regulation of gene expression with particular emphasis on molecular techniques.

**BIO 440 Anatomy and Morphogenesis of Plants (4)**  
(3 lecture, 3 laboratory) Prerequisites: BIO 111 and BIO 330. Study of the evolution of vascular plants as revealed by anatomy and morphology.

**BIO 450 Cell Physiology (4)**  
(3 lecture, 3 laboratory) Prerequisites: BIO 220 and CHEM 331; recommend CHEM 481. Study of the structural and functional relationships among biological macromolecules, cell organelles, and cell processes.

**BIO 465 Evolution (3)**  
Prerequisite: BIO 220. History of evolutionary thought, evolution as a population genetics process, and reconstruction of evolutionary history using phylogenetic methodology.

**BIO 466 Animal Physiological Ecology (3)**  
(3 lecture) Prerequisites: BIO 110 and BIO 360. Study of animal function and how environmental conditions influence the physiology of animals. Emphasis will be on vertebrate systems but invertebrates will be included.

**BIO 467 Animal Physiological Ecology Laboratory (1)**  
(3 laboratory) Prerequisites: BIO 110 and BIO 360, BIO 466 concurrently. Laboratory to accompany BIO 466 - animal physiological ecology. Includes instruction on the theory behind and use of physiological equipment/instruments and an examination of how environmental conditions affect animal function.

**BIO 476 Pharmacology (3)**  
Prerequisites: BIO 246 or BIO 350. A mechanistic study of pharmacokinetics (absorption, distribution, metabolism and excretion of drugs) and pharmacodynamics (drug actions and interactions). Examples of important bioactive chemicals will be discussed.

**BIO 492 Internship in Biological Sciences (1-3)**  
Consent of instructor required. On-the-job experience in professional areas under the supervision of an area specialist. S/U graded. Repeatable, maximum of nine credits.

**BIO 494 Practicum in College Biological Science Instruction (1-2)**  
Prerequisites: BIO 110 and BIO 111. Consent of instructor required. Gain experience assisting in teaching an introductory biological science laboratory. Repeatable, may be taken 3 times.

**BIO 495 Special Topics in Biology (1-3)**  
Prerequisites: BIO 110 and BIO 111. Advanced study for qualified undergraduates in an area of the biological sciences. Repeatable, under different subtitles, maximum of six credits.

**BIO 501 Current Issues in Biology (1-6)**

Course varies in content, reviewing current issues of biology. S/U graded. Repeatable, under different subtitles, maximum of six credits.

**BIO 508 Workshop (1-3)**

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

**BIO 509 Advanced Placement Biology (2)**

Consent of instructor. Topics in biological sciences and pedagogy related to establishment and maintenance of a biology advanced placement program. S/U graded. Repeatable, no limitations.

**BIO 512 TA Development Seminar (1)**

Explores instructional strategies related to effective teaching of undergraduate laboratory learning environments. Intended to help develop teaching skills of graduate teaching assistants in the Biology program. S/U graded.

**BIO 513 Professional Renewal (1-3)**

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded. Repeatable, under different subtitles.

**BIO 521 Advanced Genetics (3)**

Prerequisites: BIO 220 and CHEM 331; recommend CHEM 481. Survey experimental advances in gene regulation of growth, maintenance and protection of all organisms including the human species with special emphasis on recent developments in the field.

**BIO 524 Genomics (3)**

(3 lecture) Fundamental concepts of genomics. Introduction to the tools and techniques in the field of genomics, including genetic transformation, DNA sequencing, cDNA library synthesis, microarray, bioinformatics and sequencing of model organisms.

**BIO 525 Molecular Genetics (3)**

(2 lecture, 3 laboratory) Prerequisites: BIO 220 and CHEM 481. Examination of protein synthesis, DNA replication, gene structure, and regulation of gene expression with particular emphasis on molecular techniques.

**BIO 527 Bioinformatics (3)**

(3 lecture) Prerequisite: BIO 111, BIO 220. An Introduction to the information technology of genomics and proteomics and their application to biological fields as diverse as evolution and medicine.

**BIO 530 Plant Systematics (4)**

(3 lecture, 3 laboratory) Prerequisite: BIO 111. History of plant taxonomy, phylogenetic systematics, family recognition, and identification of local flora using keys. Native plant collection and field trips required.

**BIO 533 General Parasitology (4)**

(3 lecture, 3 laboratory) Prerequisite: BIO 101 or BIO 111. Study of the symbiotic relationships of parasitism as exemplified by typical parasites of humans, domesticated and wild animals, stressing life cycles, pathogenesis, systematics and host-parasite relationships.

**BIO 534 Mammalogy (4)**

(3 lecture, 3 laboratory) Prerequisite: BIO 111. Study of the functional biology, ecology and behaviors of mammals. Laboratory stresses the identification and ecology of Colorado species. Field work required.

**BIO 535 Survey of Fishes, Amphibians and Reptiles (4)**

(3 lecture, 3 laboratory) Prerequisite: BIO 111. Investigation of the biology of the cold-blooded vertebrates including their evolution, ecology and behavior. Laboratory stresses the identification and biology of Colorado species.

**BIO 537 Morphogenesis of Algae and Fungi (4)**

(3 lecture, 3 laboratory) Prerequisite: BIO 111. Study structure, morphogenesis and Phylogenetic relationships of organisms grouped with algae and fungi. Comparative study to explore multiple kingdom concepts. Ecological, medical and economic aspects of mycology and phycology explored.

**BIO 540 Anatomy and Morphogenesis of Plants (4)**

(3 lecture, 3 laboratory) Prerequisites: BIO 111 and BIO 330. Study of the evolution of vascular plants as revealed by anatomy and morphology.

**BIO 544 Comparative Vertebrate Adaptations (4)**

(3 lecture, 3 laboratory) Prerequisites: BIO 345 or consent of instructor. Study of the diverse adaptations of vertebrates, from morphological to molecular levels of organization; includes significant overview of relevant primary literature.

**BIO 547 Immunology and Disease (4)**

(4 lecture) Prerequisites: BIO 210 required. BIO 350 and BIO 351 recommended. Study the disease process and immunological resistance to disease with major emphasis on initiation and regulation of adaptive immunity.

**BIO 548 Virology (3)**

(3 lecture) Prerequisites: BIO 351. Recommend BIO 381. Study of the principles of virology, including biochemistry, structure, taxonomy, transmission, isolation and identification strategies.

**BIO 549 Virology Laboratory (1)**

(3 laboratory) Co-requisite: BIO 548. Study and development of laboratory skills in animal virology, including virus propagation, quantification, and detection assays.

**BIO 550 Cell Physiology (4)**

(3 lecture, 3 laboratory) Prerequisites: BIO 220 and CHEM 331, recommend CHEM 481. The study of the structural and functional relationships among biological macromolecules, cell organelles, and cell processes.

**BIO 552 Mammalian Physiology I (3)**

(3 lecture) Prerequisites: BIO 341 or BIO 345 and CHEM 481. In-depth examination of the physiological function of various organ systems of mammals.

**BIO 553 Mammalian Physiology II (3)**

(3 lecture) Prerequisites: BIO 341 or BIO 345 and CHEM 481. Continuation of BIO 552. In-depth examination of the physiological function of various organ systems of mammals.

**BIO 554 General Plant Physiology (4)**

(3 lecture, 3 laboratory) Prerequisites: BIO 111 and CHEM 331. Study physiological factors influencing the chemical and structural composition of plant absorption and utilization of water and minerals; photosynthesis, translocation, respiration, nitrogen metabolism and growth and development.

**BIO 555 Reproductive and Developmental Biology (3)**

Prerequisites: BIO 110 and CHEM 331, recommend CHEM 481. Examination of the anatomy, physiology and mechanisms of reproduction and development with an emphasis on mammals.

**BIO 556 Current Topics in Biomedical Research (2)**

Prerequisites: BIO 110 and CHEM 331; recommend BIO 450. Examine current biomedical research, molecular, cellular, and physiological studies of human and model systems. Mechanisms regulating normal function, effects of toxicants and drugs, and the role of genetic mutations.

**BIO 557 Mammalian Physiology I Laboratory (1)**

(3 laboratory) Co-requisite: BIO 552. Laboratory experimentation, small group discussion and active learning exercises to complement BIO 552.

**BIO 558 Mammalian Physiology II Laboratory (1)**

(3 laboratory) Co-requisite: BIO 553. Laboratory experimentation, small group discussion and active learning exercises to compliment BIO 553.

**BIO 559 Plant Reproductive Growth and Development (3)**

Prerequisite: BIO 354. Advanced study of the genetic, physiological and environmental factors that influence reproductive development in flowering plants.

**BIO 560 Behavioral Ecology (4)**

(3 lecture, 3 laboratory) Prerequisite: BIO 362 or equivalent. Comprehensive review of population dynamics, behavioral ecology and zoogeography. Review of current literature an integral part of course.

**BIO 561 Plant Ecology (4)**

(3 lecture, 3 laboratory) Prerequisite: BIO 360. Study of plant communities by examining the effects of environmental factors on plants, as well as community measurement and evaluation, modeling techniques, energy flow through ecosystems and community dynamics.



**BIO 563 Animal Communication (4)**  
(3 lecture, 3 laboratory) Prerequisites: BIO 362, an Animal Behavior course from another university, or consent of the instructor. Students should have a background in animal behavior, experimental design and statistics. The course covers animal communication theory, modalities, signal function, physiological and anatomical constraints, and evolutionary aspects regarding animal communication.

**BIO 566 Animal Physiological Ecology (3)**  
(3 lecture) Prerequisites: BIO 110 and BIO 360. Study of animal function and how environmental conditions influence the physiology of animals. Emphasis will be on vertebrate systems but invertebrates will be included.

**BIO 567 Animal Physiological Ecology Laboratory (1)**  
(3 laboratory) Prerequisites: BIO 110 and BIO 360, BIO 566 concurrently. Laboratory to accompany BIO 566 - animal physiological ecology. Includes instruction on the theory behind and use of physiological equipment/instruments and an examination of how environmental conditions affect animal function.

**BIO 569 Conceptual Issues in Evolution (2)**  
Prerequisite: BIO 465 or consent of instructor. Study of the guiding principles in modern evolutionary biology. Focus on concepts of fitness, selection, adaptation, form and function, concerted evolution and the nature of biological variation.

**BIO 570 Coevolution in Ecological Systems (3)**  
(3 lecture) Prerequisites: BIO 360, BIO 465 or consent of instructor. Survey of contemporary primary literature on coevolution and ecology, including symbiosis, mutualism, competition, pollination, mimicry, parasitism, seed dispersal, etc.

**BIO 572 Species and Speciation (2)**  
(2 lecture) Prerequisite: BIO 465 Examination of the theoretical and pragmatic perspectives of species recognition and critical review of speciation. Includes considerations of species recognition in context of conservation biology.

**BIO 576 Pharmacology (3)**  
Prerequisite: BIO 246, BIO 350, BIO 552 BIO 553, or ASLS 573. A mechanistic study of pharmacokinetics (absorption, distribution, metabolism and excretion of drugs) and pharmacodynamics (drug actions and interactions). Examples of important bioactive chemicals will be discussed.

**BIO 580 Mammalian Endocrinology (3)**  
(3 lecture) Prerequisites: BIO 210 and BIO 350. Survey of endocrinology including neuroendocrine physiology, mechanisms of action, regulation of homeostasis, endocrine dysfunction, quantifying hormones.

**BIO 581 Neurobiology (3)**  
(3 lecture) Prerequisite: BIO 350 or consent of instructor. Examination of the development, anatomy, and physiology of the nervous system, with an emphasis on humans. Topics will include mechanisms mediating behavior and major brain diseases.

**BIO 585 Topics in Field Biology (1-10)**  
After preparatory work, study biology in the field on a state, national or international basis.

**BIO 591 Biology Roundtable (1)**  
An intensive facilitated discussion on current and cutting-edge topics in the Biological Sciences taken from peer-reviewed literature and input from visiting scholars. S/U graded. Repeatable, no limitations.

**BIO 592 Internship in Biological Sciences (1-3)**  
Consent of instructor required. On-the-job experience in professional areas under the supervision of an area specialist. S/U graded.

**BIO 594 Foundations of Biological Research (2)**  
Required for all incoming master's students in biological sciences. Introduction to the scientific method and experimental design, written and oral presentation skills, grantsmanship, ethics and responsible scientific conduct.

**BIO 595 Special Topics in Biology (1-6)**  
Study of any biological topic at an advanced level. Repeatable, maximum of six credits.

**BIO 622 Directed Studies (1-4)**  
Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable under different subtitles, maximum concurrent enrollment is two times.

**BIO 691 Seminar in Biological Sciences (1)**  
(1 lecture) Invited speakers will present research topics in content biology and biology education. Graduate students will also present their research proposals and final defenses of their theses or dissertations. Repeatable, no limitations.

**BIO 697 Graduate Research (1-6)**  
Consent of instructor. Qualified graduate students spend a minimum of 38 clock hours per semester hour on a research problem. Before credit is given, a well-written report must be submitted to the instructor.

**BIO 699 Thesis (1-6)**  
S/U graded. Repeatable, no limitations.

**BIO 792 Doctoral Supervised Teaching (1-6)**  
Experience supervised college level biological sciences teaching. Develop course outlines and effective teaching techniques. Students must have completed oral and written comprehensive exams prior to being eligible for this course.

**BIO 797 Doctoral Proposal Research (1-4)**  
Four credits required of all doctoral students before admission to candidacy. S/U graded.

**BIO 799 Doctoral Dissertation (1-12)**  
Twelve credits required of all doctoral candidates. S/U graded.

## CG — COMPUTING, GENERAL

**CG 120 Computer Programming (3)**  
Prerequisite: MATH 124 with grade of "C" or better (C- is not acceptable). Become familiar with designing and writing programs in a high level language. Programs will involve some technical applications in science and mathematics.

## CH — COMMUNITY HEALTH

**CH 238 Contemporary Issues in Drug Abuse (3)**  
Examines current drug abuse problems and issues confronting modern society, including sociological and psychological factors influencing drug-taking behavior and social and health consequences that accompany drug abuse.

**CH 293 Sophomore Practicum in Community Health (3)**  
Consent of instructor. Assignment to a community health agency. Assisting professional staff, the student will be given the opportunity to apply basic skills and observe the health education program of the facility. S/U graded.

**CH 303 Health Education in the Elementary School (1)**  
Prerequisite: Provisional admission to PTEP or EDFE 110. Examines the foundations in coordinated school health programs and teaches skills in integrating health into elementary schools.

**CH 320 Introductory Epidemiology and Biostatistics (3)**  
Introductory course in epidemiology and biostatistics. Focuses on practical applications of epidemiological and biostatistical principles to diseases and health conditions in the community.

**CH 336 Human Sexuality (3)**  
The general purpose of this course is to survey the psychosocial and biophysical dimensions of human sexuality.

**CH 405 Health Communications and the Media (3)**  
Focuses on the design, production, evaluation and acquisition of appropriate media and materials for health education/promotion programs.

**CH 408 Workshop in Health Education (1-3)**  
Investigate individual's problem areas, varying according to experts conducting workshops. Repeatable, under different subtitles.



**CH 440 Foundations of Health Program Management (3)**

Provides students with skills in major areas of health program management including: program planning, decision making, budgeting, marketing, staff selection/motivation, evaluation.

**CH 492 Internship in Health (6-12)**

Prerequisite: CH 410. Supervised experience at a health agency that allows the student to put into practice knowledge and skills learned in the classroom. Repeatable, maximum of 12 credits. S/U graded.

**CH 500 Stress Management (3)**

A holistic approach to stress management, with cognitive and theoretical knowledge and stress reduction techniques to prevent or alleviate physical symptoms of stress.

**CH 505 Health Communications and the Media (3)**

Focuses on the design, production, evaluation and acquisition of appropriate media and materials for health education/promotion programs.

**CH 508 Workshop (1-3)**

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

**CH 509 Seminar in Health Behavior (3)**

Review theories of behavior and behavior change as they relate to current health issues. Health behavior change models will be examined and applied.

**CH 510 International Health: Cross Cultural Comparisons (3)**

This class explores the multi-cultural aspects of health and international comparisons of various health indicators. Students will examine specific health problems, and the nature of health care delivery worldwide.

**CH 513 Professional Renewal (1-3)**

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded. Repeatable, under different subtitles.

**CH 515 Grant Writing for Health Professionals (3)**

Overview of grant proposal development process. Develop skills in identifying funding needs and sources, methodology, management plans, budgeting and evaluation. Collaboration with local agencies and faculty.

**CH 530 Seminar in Health Promotion Strategies (3)**

Prerequisites: CH 509, CH 560 or consent of instructor. Examines the effectiveness of a wide range of strategies used in health promotion/disease prevention programs. Current literature/programs are presented and reviewed.

**CH 540 Principles of Health Program Management (3)**

Prepares students to assume a supervisory role in the management of health and human services programs. Course covers planning, decision-making, organization, budgeting, marketing, human resource management, leadership.

**CH 550 Environmental Health (3)**

Investigate and discuss the relationships of environmental health problems to human health and welfare. Include sources of these problems, their recognition and control and current research studies.

**CH 560 Scientific Foundations of Health Promotion/Disease Prevention (3)**

Examine epidemiological, physiological and intervention studies from the USA and other countries to develop a scientific basis for health promotion and disease prevention.

**CH 610 Program Planning and Evaluation (3)**

Prerequisite: CH 530 or consent of instructor. Theories and practices of program planning and evaluation including needs assessment, planning approaches, selection of strategies, data collection and analysis, evaluation design, program implementation and utilization of evaluation data.

**CH 620 Epidemiology (3)**

Prerequisite: SRM 617. Epidemiological principles analyzed with an emphasis on selected topical issues, infectious and chronic/degenerative diseases, research design and analysis. Practical applications of statistical and epidemiological methods.

**CH 622 Directed Studies (1-4)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**CH 625 Public Health Administration and Policy (3)**

Analyze the organization and administration of public health agencies at national, state and local levels. Major public health problems, including administrative and policy decisions regarding their resolution, will be included.

**CH 692 Graduate Internship (3-6)**

Prerequisites: CH 610 and consent of advisor. Supervised experience at a health agency that allows the student to put into practice knowledge and skills learned in the classroom. S/U graded. Repeatable, maximum of six credits.

**CH 699 Thesis (1-6)**

Optional for Master of Public Health candidates in Health Education. Repeatable, no limitations.

**CH 999 Graduate School Continuous Registration (1)**

To permit a graduate student to continue making progress in a degree program. S/U graded. Repeatable, no limitations.

**CHEM — CHEMISTRY EDUCATION****CHEM 495 Seminar in Teaching Chemistry (2)**

Full admittance to PTEP required, certification at the undergraduate level or consent of instructor. Students are prepared to set up, organize and run a chemistry laboratory and classroom. S/U graded.

**CHEM — CHEMISTRY****CHEM 101 Chemistry for Citizens (3)**

(3 lecture) No previous chemistry required. Develops the fundamental role chemistry plays in daily life and an understanding of scientific and technological issues affecting society. (LAC, gtP)

**CHEM 102 Chemistry for Citizens Laboratory (1)**

(3 laboratory) Prerequisite: CHEM 101 or take concurrently. Investigation of the chemical world through hands-on activities in the laboratory. For non-science majors. Credit given only upon successful completion of CHEM 101. (LAC, gtP)

**CHEM 103 Introductory Chemistry (3)**

No credit for chemistry major or minor. Basic chemistry concepts to prepare those with no chemistry background for CHEM 111 or CHEM 281.

**CHEM 110 Green Chemistry for Secondary Educators (3)**

Prerequisite: A year of college chemistry or equivalent teaching experience in chemistry. The course is designed to help middle and high school teachers apply the 12 principles of Green Chemistry in their laboratories.

**CHEM 111 Principles of Chemistry I (5)**

(4 lecture, 3 laboratory) Either high school chemistry or CHEM 103 is recommended prior to taking CHEM 111. Atomic theory, mole concept, stoichiometry, states of matter, formulas, nomenclature, periodicity, bonding and solutions. (LAC, gtP)

**CHEM 112 Principles of Chemistry II (5)**

(4 lecture, 3 laboratory) Prerequisite: CHEM 111. A continuation of CHEM 111. Thermochemistry, chemical kinetics, equilibrium, qualitative analysis, electrochemistry and descriptive inorganic chemistry.

**CHEM 281 Fundamentals of Biochemistry (5)**

(4 lecture, 3 laboratory) Either high school chemistry or CHEM 103 is recommended prior to taking CHEM 281. Structure and function of biologically relevant molecules, metabolism and regulation of metabolism. (LAC, gtP)

**CHEM 320 Theory and Use of Analytical Instruments (1)**

(3 laboratory) Prerequisite: CHEM 331 or instructor permission. Techniques of sample preparation and data collection for IR, NMR, UV-visible and AA spectrophotometers and gas chromatograph.

**CHEM 321 Chemical Analysis (4)**  
(2.5 lecture, 4.5 laboratory) Prerequisite: CHEM 112. Chemical methods of analysis including gravimetry, acid-base, redox methods, statistics in analytical chemistry and an introduction to instrument operations.

**CHEM 331 Organic Chemistry I (5)**  
(4 lecture, 3 laboratory) Prerequisite: CHEM 112. Nomenclature, reactions and synthesis of organic compounds.

**CHEM 332 Organic Chemistry II (5)**  
(4 lecture, 3 laboratory) Prerequisite: CHEM 331. Continuation of CHEM 331. Advanced concepts in synthesis, theories of reactions, biological molecules and spectroscopy.

**CHEM 360 Environmental Chemistry (2)**  
(1.5 lecture, .5 laboratory) Prerequisite: CHEM 331 or instructor permission. The effect of chemicals in the environment.

**CHEM 421 Instrumental Analysis (4)**  
(3 lecture, 3 laboratory) Prerequisites: CHEM 321. Theory, practice and application of modern analytical instrumentation.

**CHEM 422 Directed Studies (1-3)**  
Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**CHEM 441 Inorganic Chemistry I (2)**  
Prerequisite: CHEM 321 or CHEM 331. First of two related courses. Each utilizes the journal literature and integrates applications of appropriate physical methods with theory and practice. This course emphasizes structure and bonding in inorganic substances.

**CHEM 442 Inorganic Chemistry II (2)**  
Prerequisite: CHEM 441. A continuation of CHEM 441. Topics include descriptive main-group, coordination and organometallic chemistry with emphasis on industrial applications and interrelationships among reactions, energetics and dynamics.

**CHEM 443 Inorganic Chemistry Laboratory (1)**  
(3 laboratory) Prerequisite: CHEM 441 or take concurrently. Experimentation including structures, bonding, syntheses and properties of inorganic substances.

**CHEM 450 Survey of Physical Chemistry (4)**  
(3 lecture, 3 laboratory) Prerequisites: CHEM 332, MATH 131, PHYS 221, CHEM 321. One semester survey of physical chemistry (thermodynamics, chemical kinetics and quantum mechanics). Not applicable to the "professional" and "biochemistry" emphasis areas in chemistry.

**CHEM 451 Physical Chemistry I (4)**  
Prerequisites: CHEM 332, MATH 233, PHYS 241. Co-requisites: CHEM 321 and CHEM 453. Chemical kinetics, quantum theory or atoms and molecules and statistical thermodynamics.

**CHEM 452 Physical Chemistry II (4)**  
Prerequisite: CHEM 451. Co-requisite: CHEM 454. The properties of matter, thermodynamics, thermochemistry and kinetic molecular theory.

**CHEM 453 Physical Chemistry I Laboratory (1)**  
(3 laboratory) Co-requisite: CHEM 451. Hands-on collection and treatment of experimental data by manual and computer methods.

**CHEM 454 Physical Chemistry II Laboratory (1)**  
(3 laboratory) Prerequisite: CHEM 453. Co-requisite: CHEM 452. Continuation of CHEM 453.

**CHEM 481 General Biochemistry I (3)**  
Prerequisite: CHEM 331. Chemistry of biologically important compounds (proteins, nucleic acids, carbohydrates and lipids), emphasizing structure and function, methods of isolation, identification and characterization, kinetics and mechanisms of enzyme catalysis.

**CHEM 482 General Biochemistry II (3)**  
Prerequisites: CHEM 332 and CHEM 481. A continuation of CHEM 481. Bioenergetics, electron transport systems, metabolism of carbohydrates, lipids, nucleotides and amino acids.

**CHEM 483 Experimental Biochemistry I (1)**  
(3 laboratory) Prerequisites: CHEM 331, CHEM 481, CHEM 321. Techniques involved in the isolation and characterization of amino acids, peptides and proteins. Isolation and kinetics of enzymes.

**CHEM 484 Experimental Biochemistry II (1)**  
(3 laboratory) Prerequisite: CHEM 482, CHEM 483. Continuation of CHEM 483. Techniques involved in the isolation and characterization of lipids and metabolism.

**CHEM 491 Scientific Glassblowing Survival Skills (.5)**  
Prerequisite: CHEM 332. For scientists and teachers planning to use glass laboratory equipment. The class will focus on glassblowing equipment, concepts, and techniques needed for the repair and fabrication of glass laboratory equipment. S/U graded.

**CHEM 499 Seminar and Research in Chemistry (1-3)**  
Introduction to chemical research and current chemical literature; initiate and pursue investigation of a specific topic in chemistry or chemical education. Oral and written reports are required. Repeatable.

**CHEM 508 Workshop (1-3)**  
A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

**CHEM 509 Advanced Placement Institute in Chemistry (2)**  
Consent of instructor. Topics in chemistry content and pedagogy appropriate to the establishment, development and maintenance of an advanced placement program in chemistry. S/U graded. Repeatable, no limitations.

**CHEM 510 Green Chemistry for Secondary Educators (3)**  
(2 lecture, 3 laboratory) Applications of green chemistry principles to secondary science classrooms, techniques for recycling chemicals, reducing hazardous chemical use and waste. Must have completed 1 year of general chemistry.

**CHEM 522 Advanced Analytical Chemistry (3)**  
Prerequisite: CHEM 321. Advanced topics in analytical chemistry, including sampling, statistics, multiple equilibria and current literature.

**CHEM 523 Chemical Spectroscopy (3)**  
Prerequisites: CHEM 321 and CHEM 332. Theory and application of IR, NMR, UV-visible and mass spectroscopy.

**CHEM 533 Organic Synthesis and Stereochemistry (3)**  
Prerequisite: CHEM 332. An advanced treatment of synthesis and stereochemistry in organic chemistry.

**CHEM 534 Theory and Mechanisms of Organic Reactions (3)**  
Prerequisites: CHEM 332, CHEM 452. An advanced treatment of organic reaction mechanisms and molecular orbital chemistry.

**CHEM 543 Organometallic Chemistry (3)**  
Prerequisite: CHEM 441. An introduction to organometallic systems will be presented. Included will be a comprehensive study of the preparation, properties and practical utility of both main-group and transition metal organometallic compounds.

**CHEM 551 Physical Chemistry I (4)**  
Prerequisites: CHEM 332, MATH 233, PHYS 241. Co-requisites, CHEM 321. Chemical kinetics, quantum theory of atoms and molecules and statistical thermodynamics.

**CHEM 552 Physical Chemistry II (4)**  
Prerequisite: CHEM 551. The properties of matter, thermodynamics, thermochemistry and kinetic molecular theory.

**CHEM 556 Physical Chemistry of Atomic and Microscopic Systems (3)**  
Prerequisites: CHEM 451 and CHEM 452. This course will examine the details of atomic and molecular structure, energetics, and dynamics.

**CHEM 557 Physical Chemistry of Macroscopic Systems (3)**  
Prerequisites: CHEM 451 and CHEM 452. An examination of the thermodynamics and kinetics of bulk systems, including the energetics, equilibrium, and kinetics of such systems.

**CHEM 560 Environmental Chemistry (2)**  
(1.5 lecture, .5 laboratory) Prerequisite: CHEM 331. The effect of chemicals on the environment.

**CHEM 581 General Biochemistry I (4)**  
Prerequisite: CHEM 332 or equivalent. Chemistry of biologically important compounds (proteins, nucleic acids, carbohydrates and lipids), emphasizing structure and function, methods of isolation, identification and characterization, kinetics and mechanisms of enzyme catalysis.

**CHEM 582 General Biochemistry II (4)**  
Prerequisites: CHEM 581. A continuation of CHEM 581. Bioenergetics, electron transport systems, metabolism of carbohydrates, lipids, nucleotides and amino acids.

**CHEM 587 Toxicology (3)**  
Prerequisites: CHEM 482 or equivalent. A descriptive examination of the toxic effects of environmental substances on living systems.

**CHEM 590 Advanced Topics in Chemistry (3)**  
Discussion of a topic in chemistry at the graduate level; e.g. polymers, drug metabolism, and molecular reaction dynamics. Repeatable, maximum of 12 credits, under different subtitles.

**CHEM 600 Seminar in Chemistry (1)**  
Oral report and discussion on an advanced topic in chemistry or chemical education. Repeatable, may be taken three times.

**CHEM 622 Directed Studies (1-3)**  
Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**CHEM 682 Problems in Teaching Chemistry (3)**  
Problems encountered in teaching chemistry and approaches to their resolutions will be considered. The formal nature of concepts, management of laboratories, safety, demonstrations are illustrative of areas of discussion.

**CHEM 693 Chemical Research (1-10)**  
Develop, complete, and defend master's level research project in chemistry. S/U graded. Repeatable, maximum of ten credits.

**CHEM 695 Thesis Proposal (1)**  
The student will develop a committee approved research proposal based on current literature.

**CHEM 699 Thesis (1-9)**  
Required of candidates in M.S. Research emphasis program. Repeatable, maximum of 9 credits.

**CHEM 755 Supervised Practicum in College Teaching (1-6)**  
Supervised practice in college teaching for doctoral candidates with observation used as a basis for analysis of learning experiences. Repeatable, maximum of six credits.

**CHEM 793 Doctoral Research Practicum-Chemistry (1-4)**  
Consent of advisor. Provides experience in the development and implementation of research techniques, the development of experimental design and the analysis of research data. S/U graded. Repeatable, maximum of 16 credits.

**CHEM 797 Doctoral Research Proposal-Chemistry (1-4)**  
Required of all doctoral students. Students may register for this course (1-4 hours) in any semester, but must earn 4 hours of credit in partial fulfillment of requirements before admission to candidacy. S/U graded. Repeatable, maximum of four credits.

**CHEM 799 Doctoral Dissertation-Chemistry (1-12)**  
Required of all doctoral candidates. See Ph.D. in Chemical Education - Minimum requirements for the major in the Graduate School section of this Catalog. Repeatable, maximum of 12 credits.

## CHIN— CHINESE

**CHIN 101 Elementary Chinese I (5)**  
Emphasis on elementary oral/aural skills through conversational exchanges in Mandarin Chinese relating to everyday culture. For students with little or no prior knowledge of Chinese. (LAC)

**CHIN 102 Elementary Chinese II (5)**  
Prerequisite: CHIN 101 or equivalent. Oral/aural skills in Mandarin Chinese are coupled with writing and character recognition related to practical knowledge of everyday culture. (LAC)

**CHIN 116 Introduction to Chinese Civilization (3)**  
Prerequisite: none. Become familiar with the culture and society of Modern China through an interdisciplinary examination of China's past. Conducted in English. (LAC)

**CHIN 201 Intermediate Chinese I (3)**  
Prerequisite: CHIN 102 or equivalent. Review language structure and develop reading and writing skills. Gain vocabulary through conversational practice on topics of cultural and literary interest. (LAC, gtP)

**CHIN 202 Intermediate Chinese II (3)**  
Prerequisite: CHIN 201 or equivalent. Review language structure and develop reading and writing skills. Gain vocabulary through conversational practice on topics of cultural and literary interest. (LAC, gtP)

**CHIN 301 China and the Chinese I (3) (3 lecture)**  
Prerequisite: CHIN 202 or equivalent. Develop advanced language skills in Chinese using a variety of authentic texts. Practice writing and conversation.

**CHIN 302 China and the Chinese II (3) (3 lecture)**  
Prerequisite: CHIN 301 or equivalent. Acquire advanced skills in Chinese using authentic texts and media. Learn composition and advanced conversation.

**CHIN 311 Introduction to Literary Chinese (3)**  
Prerequisite: CHIN 202 or equivalent. Develop skills to read and translate texts using literary Chinese. Become familiar with traditional Chinese civilization. Taught in Chinese and English.

**CHIN 312 Readings in Literary Chinese (3)**  
Prerequisite: CHIN 311 or equivalent. Continue developing skills in literary Chinese. Increase breadth and depth of understanding of Chinese language and culture. Taught in Chinese and English.

**CHIN 407 Chinese for Oral Proficiency (3)**  
Prerequisite: CHIN 202 or equivalent. This course develops oral proficiency by exposing students to linguistic functions categorized as intermediate-high and advanced by ACTFL proficiency guidelines. This course prepares students for the oral proficiency interview.

**CHIN 422 Directed Studies (1-4)**  
Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.



## CIE — CENTER FOR INTERNATIONAL EDUCATION

### CIE 022 CIE Independent Study, Variable credits (1-2)

This course has been created to provide additional instruction for students preparing to enter the Business school, with specific focus on the vocabulary and conceptual knowledge necessary to be successful in that field of study.

### CIE 026: Low-Basic Speaking/Listening (2)

#### CIE 027 Low-Basic Writing (2)

Primary focus is the sentence level of a paragraph, which includes the basic structure of a sentence, connecting words, the use of capital letters, end punctuation, and the difference between simple and complex sentences.

#### CIE 028: Low-Basic Grammar (2)

Primary focus is understanding basic English grammar beginning with the verb form of "be" in the present and past tense. In addition, students will study pronouns, nouns, adjectives, and the present tense of verbs.

### CIE 029 Low-Basic Reading and Vocabulary (2)

Primary focus is: learning new vocabulary for academic use and basic reading strategies. Students will learn roots, affixes, and inflected forms of words, collocations, topics, main ideas, and supporting details.

### CIE 036: High-Basic Speaking/Listening (2)

Primary focus is: learning to differentiate between statements and questions, fact and opinion, identifying main ideas, listening for a speaker's point of view, and note-taking techniques for academic classes.

### CIE 037 High-Basic Writing (2)

Primary focus is: the paragraph level of writing. This includes the steps of the writing process: prewriting, drafting, and revising, organizational patterns, such as chronological and spatial order, transition signals and description.

### CIE 038: High-Basic Grammar (2)

Primary focus is: the present tense of verbs, past tense, future tense, pronouns, including demonstratives, regular and irregular verbs, count and non-count nouns and prepositions.

### CIE 039 High-Basic Reading and Vocabulary (2)

Primary focus is: learning new vocabulary, focusing on contextual clues, reading skills like previewing, predicting, skimming, and scanning, sequencing ideas and demonstrating ability to differentiate between fact and opinion.

### CIE 046 Low-Intermediate Speaking/Listening (2)

Students will be able to define and use new vocabulary, discuss main ideas, details and examples related lectures, and identify chronology, process, and classify/define. Also, students will take notes, work on pronunciation and presentation skills.

### CIE 047 Low-Intermediate Writing (2)

Students will learn: the writing process, finding and narrowing topic, pronouns, adjectives and adverbs, narration, support, order, description, capitalization, commas, quotation marks, and compare/contrast.

### CIE 048 Low-Intermediate Grammar (2)

Students will show competency with: nouns and quantifiers, articles, prepositional phrases, "Wh" questions, gerunds, linking verbs, adjectives, adverbs, independent & dependent clauses, future time clauses, simple, compound, & complex sentences.

### CIE 049 Low-Intermediate Reading/Vocabulary (2)

Students will learn: new vocabulary, main ideas, specific information & facts using outside resources & direct quotes, identification of author's position or opinion, drawing conclusions and making comparisons.

### CIE 056 High-Intermediate Speaking/Listening (2)

Students will learn note taking skills, incorporate rhetorical cues, use outlining skills to organize lecture notes, make generalizations, recognize new vocabulary from content lectures & practice pronunciation.

### CIE 057 High-Intermediate Writing (2)

Students will learn: writing a complete plan for essays, coordination and subordination, titles, introductions, conclusions, finding & correcting fragments and run-ons, revising, editing, cause/effect & compare/contrast rhetorical styles.

### CIE 058 High-Intermediate Grammar (2)

Students will learn: verb tenses, stative/condition verbs, present perfect progressive and present perfect, infinitives after certain verbs, gerunds and infinitives, and modals.

### CIE 059 High-Intermediate Reading/Vocabulary (2)

Students will be able to: identify chapter headings and subheadings, differentiate between fact and opinion, statement of position, identify main ideas and specific information, make inferences, determine position, & learn new vocabulary.

### CIE 066 Low-Advanced Speaking/Listening (2)

Students will continue to better understand academic lectures, give oral presentations, demonstrate the ability to speak spontaneously, use PowerPoint, participate in a group presentation based on interviews and improve pronunciation.

### CIE 067 Low-Advanced Writing (2)

Students will produce well-organized paragraphs and essays using academic vocabulary, unity, & coherence. They will write an analytical process-analysis essay as well as several summaries of academic journal articles.

### CIE 068 Low-Advanced Grammar (2)

Students will prove competency with present perfect, past perfect, present perfect progressive, avoiding sentence fragments, negative Yes/No Questions and Tag questions, Too, Neither, Not either, avoiding repetition with addition connectors.

### CIE 069 Low-Advanced Reading/Vocabulary (2)

Students will improve their ability to effectively comprehend academic texts, understand vocabulary from context and expand their knowledge of academic vocabulary, and use reading strategies such as previewing and predicting.

### CIE 076 High-Advanced Speaking/Listening (2)

Students will recognize lecture cues, use context and prediction to understand main ideas, synthesize and summarize information from listening selections, give a summary/analysis presentation & debate and work on pronunciation.

### CIE 077 High-Advanced Speaking/Listening (2)

Students will learn to use supporting information in the form of quotations, statistics, summary, paraphrase and in-text citation. They will use consistent point-of-view and number agreement in extended definition and argumentation essays.

### CIE 078 High-Advanced Grammar (2)

Students will demonstrate competency with: adjective clauses, modals and similar expressions, speculations and conclusions about the past, nouns and articles, direct and indirect speech, and sentence connectors.

### CIE 079 High-Advanced Reading Vocabulary (2)

Students will be able to demonstrate point of view, effective summaries, critical evaluation of online sources. They will continue to expand their knowledge of academic vocabulary in their specific disciplines.

### CIE 085 TOEFL iBT Preparation (1)

In this course students will be able to familiarize themselves with the question types on the TOEFL iBT and practice skills designed to increase their test scores in all sections of the test.

### CIE 086 Grad Oral Presentation (2)

Students will demonstrate competency in their ability to compile and present research-based information in oral presentations. They will identify and improve pronunciation errors, think critically, and use high-level academic vocabulary.

### CIE 087 Grad Research Writing (2)

Students will demonstrate competency in: ability to compose a problem-solution research paper with title page, headings, in-text citation, end-of-text citation, paraphrases, direct quotes, reporting verbs, and relevant & convincing academic research.



**CIE 095 Academic Vocabulary II (1)**

This course is for Advanced level Intensive English students and its purpose is to give international students exposure and explicit instruction with high level academic vocabulary from a variety of subject areas including Education, Computer Information Systems, and Psychology.

**COMM— COMMUNICATION STUDIES****COMM 100 Basics of Public Speaking (1)**

Co-requisite: COMM 103. Overview of concepts central to effective public speaking including managing nervousness, researching and organizing information, thinking critically, delivering messages, fielding questions and influencing an audience.

**COMM 102 Introduction to Communication (3)**

An introduction to the nature of communication as symbolic behavior including an overview of communication contexts.

**COMM 103 Speaking Evaluation (2)**

Co-requisite: COMM 100. Evaluation of basic concepts central to effective speaking, listening, responding and critical thinking in an oral context.

**COMM 111 Oral Interpretation (3)**

(2 lecture, 2 laboratory) A study in the oral interpretation of literature, especially prose and poetry. Laboratory experiences include substantial student performance in individual and group presentations.

**COMM 201 Inquiry in Communication (3)**

An introduction to communication inquiry; includes practice with skills of critical thinking, library research and social science techniques.

**COMM 211 Argumentation and Debate (3)**

Study the basics of argumentation including reasoning, evidence and critical thinking. Practice the practical skills of public debating.

**COMM 212 Professional Speaking (3)**

Prerequisite: COMM 100 or instructor's consent. Practical experience in presentation design and delivery to facilitate understanding of a message and for influence of others.

**COMM 220 Interpersonal Communication (3)**

An undergraduate course focusing on the philosophical and theoretical issues of self-perception and relationships as they are affected by verbal and non-verbal communication.

**COMM 221 Nonverbal Communication (3)**

An overview of current theory and research in communication. The course will focus on nonverbal communication message systems and their impact on the communication process.

**COMM 223 Intercultural Communication (3)**

Learn about the communication concepts and theories inherent in the process of interacting with individuals in cross-cultural and inter-ethnic situations. (LAC)

**COMM 324 Family Communication (3)**

Investigate family structure from a human communication perspective.

**COMM 330 Small Group Communication (3)**

Apply problem-solving and decision-making techniques and theories, particularly in the relationship between communication and group variables such as leadership roles and cohesiveness.

**COMM 331 Organizational Communication (3)**

Study the dynamics of communication activities within an organization.

**COMM 341 Courtroom Communication (3)**

Investigate the relationship between communication and the law and legal argumentation and persuasion within courtroom advocacy. Analyze communication within the legal profession.

**COMM 343 Persuasion (3)**

Investigate major variables surrounding attitude change and human persuasion.

**COMM 350 Communication in the Classroom (3)**

Prerequisite: COMM 201 or consent of instructor. Investigate communication theory and research related specifically to the classroom setting. Course content will focus on the development of self-concept perception, verbal and non-verbal language and group dynamics.

**COMM 352 Methods of Teaching Speech Communication (3)**

Prerequisites: EDFE 120 or EDFE 125. Focus of the course is on curriculum and classroom organization, testing and evaluation, procedures and materials specific to secondary speech communication instruction.

**COMM 422 Directed Study (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**COMM 431 Communication and Leadership (3)**

Examine theories of leadership, major leadership research findings and various leadership methods. Consider how the principles derived from leadership literature can be applied to small group and organizational settings.

**COMM 461 Seminar in Communication (1-3)**

Investigate issues of current concern for COMM professionals with subject varied according to faculty expertise. Repeatable, maximum of nine credits, under different subtitles.

**COMM 491 Communication Theory Capstone (3)**

Consent of instructor. Summative course of the nature and function of communication theory and research including an overview of the traditions of theory and current perspectives in the discipline.

**COMM 492 Undergraduate Internship (1-10)**

Supervised work experience in area of specialization. Submit a proposal to the coordinator of internships six weeks before registration. Maximum of six semester credit hours may be counted toward the major. Repeatable, maximum of ten credits.

**COMM 502 Teaching College COMM Courses (1)**

Required of all graduate teaching assistantships in COMM. S/U graded. Repeatable, maximum of three credits.

**COMM 504 Rhetorical Theory (3)**

Systematic review of the major contributions of rhetorical theorists for their probable impact on communication.

**COMM 512 Persuasion (3)**

Investigate the implications of contemporary research and theory in the area of persuasion and attitude change.

**COMM 514 Interpersonal Communication (3)**

An overview of current theoretical perspectives on interpersonal communication and representative supportive research.

**COMM 515 Group Communication (3)**

Examine theories of group process, major group process research findings and how the principles derived from communication literature can be applied to small groups.

**COMM 517 Organizational Communication (3)**

Examine theories of organizing, research findings on organizational communication and how the principles derived from communication impact institutions.

**COMM 531 Communication and Leadership (3)**

Examine theories of leadership, major leadership research findings and various leadership methods. Consider how the principles derived from leadership literature can be applied to small group and organizational settings.

**COMM 541 Courtroom Communication (3)**

Investigate the relationship between communication and the law and legal argumentation and persuasion within courtroom advocacy. Analyze communication within the legal profession.

**COMM 542 Seminar in Political Communication (3)**

Graduate students only. Analysis and criticism of political discourse using theories and methods from the discipline of communication.

**COMM 553 Professional Speaking (3)**  
Prerequisites: COMM 100, COMM 103.  
Theory and practice of advanced speech composition, presentational decisions and techniques in a variety of contexts.

**COMM 561 Seminar in Communication (1-3)**  
Investigate issues of current concern, for COMM professionals with subject varied according to faculty expertise.  
Repeatable, maximum of nine credits, under different subtitles.

**COMM 592 Internship (1-3)**  
Receive professional communicative experience. Submit a proposal to the Internship Coordinator six weeks before registration. Hours may not be credited to 30 basic hours in communication graduate program. Repeatable, maximum of six credits.

**COMM 600 Graduate Study in Communication (3)**  
Orientation to graduate study with emphasis on learning to conduct literature reviews using the major journals of the communication discipline. Introduction to research using quantitative, qualitative and rhetorical approaches.

**COMM 601 Qualitative Methods in Communication Research (3)**  
Orientation to the methods of qualitative research that are most frequently used in the communication discipline. Practical experience in data gathering and analysis procedures.

**COMM 602 Quantitative Methods in Communication Research (3)**  
Orientation to the methods of quantitative research that are most frequently used in the communication discipline. Practical experience in data gathering and analysis procedures.

**COMM 603 Communication Theory (3)**  
The study of current theories of human communication and the process of theory building.

**COMM 605 Rhetorical Criticism (3)**  
Systematic review of the major contributions of rhetorical criticism theorists for their probable impact on communication.

**COMM 622 Directed Studies (1-3)**  
Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**COMM 699 Thesis (1-6)**  
Optional for Master of Arts candidates on recommendation of major advisor. S/U graded. Repeatable, no limitations.

## CRJ — CRIMINAL JUSTICE

**CRJ 110 Introduction to Criminal Justice (3)**  
Survey of the three components of the criminal justice system: police, courts, and corrections. Emphasis on the structural and situational factors influencing the way these agencies of social control operate.

**CRJ 220 Policing Systems (3)**  
Introduces the philosophy and techniques of policing including the history, traditions, and social developments resulting in present systems. Focus on the nature of police work, police discretion, and community relations.

**CRJ 230 Judicial Process (3)**  
A study of the American judicial system with emphasis on its structure, function, and process. Focus on the role, function, and behavior of prosecutors, defense attorneys, judges and jurors.

**CRJ 240 Correctional Systems (3)**  
Analysis and evaluation of contemporary institutional and community correctional systems including jails, prisons, probation, parole, and alternative sanctioning. Examines punishment justifications and reviews correctional practices for juvenile and adult offenders.

**CRJ 250 Introduction to Victim Studies (3)**  
Examine the emerging discipline of victimology, including the history of victim services, its place in the criminal justice system, and its role in addressing the needs of those victimized by criminal activity.

**CRJ 290 The Criminal Justice Profession (1)**  
Sophomores or above. Using guest speakers, field trips, class discussions, etc., students become familiar with internship and career opportunities in justice agencies and learn skills for successful placement in the criminal justice profession. S/U graded.

**CRJ 360 Theories of Crime (3)**  
Prerequisite: CRJ 110. Examine major types of crime in the context of theories of crime and criminal behavior. Explain and critique current social responses to crime and policies of crime control.

**CRJ 362 Criminal Profiling (3)**  
Prerequisite: CRJ 110. Use inductive and deductive reasoning in understanding violent crime scenes and in establishing suspect profiles. Emphasis on assessing an offender's 'signature', modus operandi and motives.

**CRJ 370 Justice Professionalism and Ethics (3)**  
Prerequisite: CRJ 110 with a minimum grade of "C" or better (C- is not acceptable). Examine ethical theory, controversies, and rules of moral judgment as they relate to criminal justice practitioners. Discuss and evaluate ethical dilemmas faced by those working in the criminal justice system.

**CRJ 380 Justice Research and Statistics (3)**  
Prerequisites: CRJ 110 and STAT 150 with a minimum grade of "C" or better (C- is not acceptable). Study research methods and statistical techniques for conducting research and analyzing data encountered in criminal justice research. Emphasis on questions inherent to the study of contemporary issues in criminal justice.

**CRJ 395 Topics in Criminal Justice (1-3)**  
Prerequisite: CRJ 110 with a minimum grade of "C" or better (C- is not acceptable). Offerings under this heading focus on criminal justice topics not regularly offered in the department. Topics could include capital punishment, community policing, minorities in the justice system, etc. Repeatable, under different subtitles.

**CRJ 408 Workshop (1-3)**  
Workshops on special topics related to issues associated with, or in professional preparation for, criminal justice. Goals and objectives will emphasize the acquisition of knowledge and skills in the discipline. Repeatable, under different subtitles.

**CRJ 410 Comparative Justice Systems (3)**  
Prerequisite: CRJ 110 with a minimum grade of "C" or better (C- is not acceptable). Seniors or above. Examine criminal justice in countries around the world. Compare those systems with the justice system in the United States. Attention on agencies and procedures for law enforcement, adjudication, and correction.

**CRJ 422 Directed Studies (1-3)**  
Prerequisite: CRJ 110 with a minimum grade of "C" or better (C- is not acceptable). Juniors or above. Credit counts toward major. Individualized investigation under direct supervision of a faculty member. Minimum 37.5 clock hours required per credit hour. Department agreement form must be completed. Repeatable, maximum concurrent enrollment is two times.

**CRJ 492 Internship (3-6)**  
Prerequisite: CRJ 110 with a minimum grade of "C" or better (C- is not acceptable). Juniors and seniors only. Consent of instructor. Majors and minors only. Supervised experience in a justice agency. Fifty work hours required for each credit hour earned. Credit only for work completed during the semester enrolled. Arrange placement prior to course enrollment. S/U graded. Repeatable, maximum of 6 credits.

## CS — COMPUTER SCIENCE

**CS 101 Introduction to Computer Science (3)**  
Breadth-first study of computer science concepts. Topics include machine architecture, programming, problem-solving techniques, algorithms, operating systems, networking, security, computations, graphics, GUIs, AI, databases, software engineering, and social issues. (LAC)

**CS 102 Structured Programming (3)**  
Prerequisite: CS 101 or CG 120. Study the structured programming development methods; the data types, operators, expressions, control flow, and input and output of a specific structured programming language; and some elementary data structures and algorithms.

**CS 200 Object-Oriented Analysis, Design, and Programming (3)**

Prerequisite: CS 102. Study the software development life cycle; elements of the object model; object-oriented data types and functions; object-oriented enhancements to structured programming; and additional data structures and algorithms.

**CS 301 Algorithms and Data Structures (3)**

Prerequisite: CS 200. Internal representation and applications of lists, trees, graphs, sorting, searching, and hashing. Focus on the interactions among algorithm, data structures, and storage structures for the processing of data.

**CS 302 Programming Languages (3)**

Prerequisite: CS 301. Basic components of programming languages. Specification of syntax and semantics. Description of programming languages features. Examine a wide variety of languages with an emphasis on their structure, design, and use.

**CS 350 Software Engineering I (3)**

Prerequisite: CS 301. Study concepts of engineering software systems. Design and implement a software system project using the team approach.

**CS 395 Special Topics in Computer Science (1-3)**

Consent of instructor. Topics in computer science that reflect the specific interests of available instructors and the specific needs of the students. Repeatable, under different subtitles.

**CS 422 Directed Studies (1-4)**

A plan should be submitted and approved by all computer science faculty. Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**CS 440 Operating Systems (3)**

Prerequisites: CS 301. Study operating systems history, concepts/structure and design; process, processor, memory, file system and input/output management; and representative operating systems.

**CS 442 Networking (3)**

Prerequisite: CS 440. Study data communications; network structure, design and architectures; network services and standardization; and respective networks all in the framework of the OSI model.

**CS 480 Graphics (3)**

Prerequisite: CS 301. Study graphics theory and applications including the description and transformation of world, viewpoint, eye and screen coordinates, two and three dimensional graphics and hidden line algorithms.

**CS 497 Senior Project (1-8)**

Senior or above. A significant computer project will be developed and implemented under the guidance of a computer science professor. A project proposal should be submitted and approved by all computer science faculty. Repeatable, maximum of eight credits.

**DNCE — DANCE****DNCE 166 Ballet I (2)**

Gain knowledge and skill in the activity of ballet. Repeatable, maximum of six credits.

**DNCE 167 Ballroom Dance I (2)**

Gain knowledge and skill in the activity of ballroom dancing. Repeatable, maximum of six credits.

**DNCE 170 Jazz Dance I (2)**

Gain knowledge and skill in the activity of jazz dance. Repeatable, maximum of six credits.

**DNCE 171 Modern Dance I (2)**

Gain knowledge and skill in the activity of modern dance. Repeatable, maximum of six credits.

**DNCE 174 Dance Conditioning (2)**

Gain knowledge and skill in body, strength, stability, flexibility, endurance, coordination, and awareness specific to dance movement. Repeatable, may be taken three times.

**DNCE 175 Tap Dance I (2)**

Gain knowledge and skill in the activity of tap dance. Repeatable, maximum of six credits.

**DNCE 180 Ballet II (3)**

Prerequisite: DNCE 166 or equivalent. Gain intermediate knowledge and skill in the activity of ballet. Repeatable, may be taken four times.

**DNCE 181 Jazz Dance II (3)**

Prerequisite: DNCE 170 or equivalent. Gain intermediate knowledge and skill in the activity of jazz dance. Repeatable, may be taken four times.

**DNCE 182 Modern Dance II (3)**

Prerequisite: DNCE 171 or equivalent. Gain intermediate knowledge and skill in the activity of modern dance. Repeatable, may be taken four times.

**DNCE 183 Tap Dance II (2)**

Prerequisite: DNCE 175 or equivalent. Gain intermediate knowledge and skill in the activity of tap dance. Repeatable, may be taken four times.

**DNCE 184 Ballroom Dance II (2)**

Prerequisite: DNCE 167 or equivalent. Gain knowledge and skill in the art of advanced ballroom dance.

**DNCE 296 Choreography and Improvisation I (3)**

Prerequisite: Consent of instructor. Investigate and explore principles of modern dance composition such as movement manipulation, phrasing, spatial design and choreographic form. Experiences in spontaneous movement exploration.

**DNCE 308 Workshop in Dance (1-2)**

Study in the problem areas of participants. Problems will vary with experts conducting workshops. S/U graded.

**DNCE 354 Dance Performance I (3)**

Study and practice basic theories of performing and/or choreography. Repeatable, no limitations.

**DNCE 355 Dance Performance II (3)**

Consent of instructor. Study and practice of basic theories of dance performance, either in student informal or formal concert setting. Repeatable, no limitations.

**DNCE 397 Choreography and Improvisation II (3)**

Prerequisites: DNCE 296. Learn intermediate level dance technique; movement analysis and composition as an intermediate dance student.

**DNCE 453 Teaching Methods, Rhythmic Analysis and Accompaniment (3)**

Prerequisites: DNCE 296, DNCE 170, DNCE 171 or consent of instructor. Practice and study of rhythm, dance accompaniment and teaching methods used in dance classrooms.

**DNCE 454 Dance History and Philosophy (2)**

Consider the history and development of dance as it is culturally determined and the philosophy influencing dance.

**DNCE 459 Dance Production in High School and College (2)**

Prerequisites: DNCE 296 or consent of instructor. Make practical application of principles that serve the presentation of dance. Deal with the choreographic problems, its direction and production involving theatre application of set, costume and light design.

**DNCE 508 Workshop (1-3)**

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

**ECON — ECONOMICS****ECON 101 Understanding the Contemporary Economy (3)**

Non-majors only. A variety of learning experiences will be utilized to provide the knowledge and skills necessary to understand individual economic roles in society as well as to analyze current economic issues. (LAC, gTP)

**ECON 203 Principles of Macroeconomics (3)**

Discuss and study macroeconomic issues and models of aggregate economic analysis with emphasis on income, expenditures, fiscal and monetary policy, employment, inflation and growth. (LAC, gTP)

**ECON 205 Principles of Microeconomics (3)**

Supply and demand, consumer utility, production and costs, perfect competition, pure monopoly, resource allocation, public goods, income distribution and economic regulation. (LAC, gTP)

**ECON 301 Money and Banking (3)**

Prerequisites: ECON 203 and ECON 205. The study of monetary theory, monetary policy, money, banking and the Federal Reserve System.



**ECON 303 Intermediate Macroeconomics (3)**

Prerequisites: ECON 203 and ECON 205. Study the determinants of aggregate demand, aggregate supply, employment, macroeconomic objectives and policies.

**ECON 304 Economics of Gender (3)**

Prerequisite: ECON 205. Explore the economic status of women and men, the institutions that have affected their economic decisions and impact on the performance of the economy.

**ECON 305 Intermediate Microeconomics (3)**

Prerequisites: ECON 203 and ECON 205. The theory of consumer choice, of the business firm and resource allocation.

**ECON 310 Economics of Entrepreneurship (3)**

Prerequisites: ECON 203 and ECON 205. This course will give an in-depth understanding of how to apply economics to decisions faced by today's growing number of business enterprises. Focus is on Colorado's new enterprises.

**ECON 312 Managerial Economics (3)**

Prerequisites: ECON 205, ECON 305, MATH 131 or MATH 176. Economic principles in managerial decision-making including cost, price, demand, market structure and related analysis emphasizing case studies and microcomputers.

**ECON 315 Labor/Management Economics (3)**

Prerequisites: ECON 203 and ECON 205. Examine American labor movement, development of labor laws and policy, economics of labor markets, employment, collective bargaining practice and union impact on contemporary industrial organization.

**ECON 320 Comparative Economic Systems (3)**

Prerequisites: ECON 203 and ECON 205. Analysis of capitalism, socialism and communism as types of economic systems; origins, historical development, major characteristics, successes and failures and future development of prominent world economies.

**ECON 341 Public Finance (3)**

Prerequisites: ECON 203 and ECON 205. Government financing at federal, state and local levels as reflected in expenditures, revenues and debt.

**ECON 344 International Economics (3)**

Prerequisites: ECON 203, ECON 205, ECON 303, ECON 305. Examine theories of international trade and the impact of trade policies on income and employment. Explores the international financial system, including exchange rates and capital flows.

**ECON 350 Application of Mathematics to Economics (3)**

Prerequisite: ECON 303, ECON 305, MATH 124 and MATH 176. Introduces students to the application of mathematics to the analysis of economic problems. Numerous examples and exercises are used to integrate mathematically formulated models with economic analysis.

**ECON 356 Water Resource Economics (3)**

Prerequisite: ECON 205, at least one upper division ECON course. Examination of economic principles governing water planning, development and law. Discussion of supply and demand, quality and political issues. Relationship to Colorado and local situation.

**ECON 360 Economics of Growth and Development (3)**

Prerequisites: ECON 203 and ECON 205. Analyze the theory, processes and history of economic growth and development, emphasizing resource use and productivity in less developed areas.

**ECON 362 Economic History of the United States (3)**

Prerequisites: ECON 203 and ECON 205. Review the historical changes in United States economic institutions. Assess United States history based on macroeconomic and microeconomic pressures. Emphasis is on post-Civil War period.

**ECON 365 Urban and Housing Economics (3)**

Prerequisites: ECON 203 and ECON 205. Students study economic problems relevant to urban areas including land use, housing and poverty, and the role of the private and public sector in resolving these problems.

**ECON 370 History of Economic Thought (3)**

Prerequisites: ECON 203 and ECON 205. Trace the evolution of economic thinking from 17th century to modern day. See roles played by certain "schools" of economic thinkers, the genesis of their ideas and their contributions.

**ECON 377 Industrial Organization (3)**

Prerequisite: ECON 205. Theoretical and empirical study of the structure, organization and conduct of firms on economic performance and welfare.

**ECON 422 Directed Study (1-4)**

Consent of major advisor. Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**ECON 423 Economic Service Learning (3)**

Prerequisites: ECON 203 and ECON 205. Consent of instructor. Students will use economic principles to help others understand economics. Students will be required to perform projects and provide economic service assistance to individuals and groups. Not repeatable.

**ECON 452 Econometrics (3)**

Prerequisites: ECON 303, ECON 305, STAT 150 or BAFN 291. Senior status and a cumulative GPA of 2.5 in all courses required for the economics major, or consent of instructor required. Estimating statistical regression models of economic relationships; treatment of special problems that may arise in analysis of economic data. Micro-computers will be used.

**ECON 475 Contemporary Economic Problems (3)**

Prerequisites: ECON 203, ECON 205, ECON 303, ECON 305. Majors only. Senior status and a cumulative GPA of 2.5 in all courses required for the economics major or consent of instructor required. Learn the contribution of economic models and techniques in understanding current issues facing society. Analyze the efficiency and equity impact of alternative solutions.

**ECON 492 Internship in Economics (2-5)**

Prerequisites: ECON 303 and ECON 305 or consent of instructor. A cumulative GPA of 2.5 or better is required. Internships in the public and private sectors to allow the students to have practical experience in the market place. Repeatable, maximum of eight credits.

**EDEC — ELEMENTARY EDUCATION: EARLY CHILDHOOD****EDEC 308 Early Childhood Workshop (1-10)**

Study problems in early childhood education. Area covered in any one workshop determined by subtitle. S/U graded. Repeatable, under different subtitles.

**EDEC 360 School Programs for Young Children (3)**

Prerequisites: EDFE 110 or EDFE 120 or EDFE 125 and 2.75 GPA. Interdisciplinary Studies: Early Childhood Education Emphasis majors only. Focus on authentic community service in the context of School Programs for Young Children. Includes a forty-five hour practicum experience and 1.5 per week class.

**EDEC 400 Child Development in Context (0-8 years) (3)**

Prerequisite: Permission of instructor. This course encompasses early childhood development (0-8 years) and research based classroom adaptations of the four domains: physical, psychosocial, cognitive, and language development. Observations are required for understanding child development within the context of pluralistic environments.

**EDEC 422 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**EDEC 450 Family Diversity and Involvement in Early Childhood Education (3)**

Prerequisite: Permission of instructor. The major purpose of this course is to present the theoretical foundation and practical applications of family diversity and parent involvement in early childhood education.

**EDEC 455 Creative Expression and Play in Early Childhood (3)**

Prerequisites: Permission of instructor. Addresses the importance of high quality and meaningful play and creative arts experience across the early childhood curriculum. Applies the creative arts to enhance the development of basic skills.

**EDEC 460 Early Childhood Curriculum I Language Arts and Social Studies (4)**

Prerequisite: EDFE 120; EDEL 360 and ECE background courses. Co-requisites: EDEC 480; EDEC 462; 3.00 GPA required. Developmentally appropriate programming for children ages 3-8 in the curriculum areas of literacy and the social world. Appropriate assessment for programming will be included.

**EDEC 462 Classroom Management in Early Childhood (3)**

3.00 GPA required Co-requisites: EDEC 480; EDEC 460. Examine those components of effective classroom management procedures with children in groups. Topics include theoretical perspectives, rules and organization, pro-social behavior and effective pedagogical decisions.

**EDEC 480 Early Childhood Curriculum II Mathematics and Science. (6)**

Prerequisites: EDEF 120, EDEL 360. Co-requisites: EDEC 460, EDEC 462 Subject areas of mathematics and science in K-3 curriculum. Content knowledge, effective teaching strategies, and assessment will be the focus of the course. Ninety-six hours of field experience required.

**EDEC 490 Early Childhood Student Teaching (12)**

Prerequisites: 3.0 GPA, EDFE 130, EDEC 480. This is a field-based course, providing full-time focused teaching experience in grades K-3 for 16 weeks (640 clock hours).

**EDEC 508 Workshop (1-3)**

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

**EDEC 539 Parent Education and Involvement in Early Childhood/Primary (3)**

Deal with relationships between parents, children and teachers stressing parent involvement in education and resources for promoting children's success in school.

**EDEC 562 Classroom Management in Early Childhood (3)**

Juniors or above. Examine those components of effective classroom management procedures with children in groups. Topics include theoretical perspectives, rules and organization, pro-social behavior and effective pedagogical decisions.

**EDEC 601 Practicum (1-3)**

Supervised professional activity in early childhood education, approximately two hours per day. A well-written paper must be filed before credit is given. Repeatable, maximum of six credits.

**EDEC 620 Educational Applications of Child Development in Early Childhood Classrooms (3)**

Study of applications of child development theories and research. Acquisition of knowledge and skills to analyze classroom practice and to apply theory and research to best practice.

**EDEC 622 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**EDEC 660 Critical Issues in Early Childhood (3)**

Investigating trends and issues concerning the young child, stressing curriculum, sound education policies, especially the need for cultural diversity, as well as issues of compelling contemporary significance.

**EDEC 670 Curriculum and Instruction in Early Childhood and Primary Education (3)**

Examine components of effective instruction in early childhood and primary levels, including theoretical bases, environment, organization and management, teacher's role, curriculum content and evaluation. Relevant research is investigated.

**EDEC 675 Play and Psychosocial Development in Early Childhood (3)**

Focus on theories of play in socio-drama, therapy and cognition. Motor, emotional and psychosocial development explored. Play of successive development phases and individual meaning for each child emphasized.

**EDEC 797 Doctoral Proposal Research (1-4)**

Required of all doctoral students. Students must earn 4 hours of credit for doctoral dissertation research proposal in partial fulfillment of requirements for doctoral degree before admission to candidacy. S/U graded. Repeatable, maximum of four credits.

**EDEC 799 Doctoral Dissertation (1-12)**

Required of all doctoral candidates, who must earn 12 hours of credit for the dissertation in partial fulfillment of requirements for the doctoral degree. S/U graded. Repeatable, no limitations.

**EDEC 999 Graduate School Continuous Registration (1)**

To permit a graduate student to continue making progress in a degree program. S/U graded. Repeatable, no limitations.

**EDEL — ELEMENTARY EDUCATION****EDEL 320 Teaching with Writing (3)**

Provides pre-service elementary teachers with theoretical foundations and practical skills necessary to become reflective professionals who can design and implement effective writing instruction for their students while development their own skills in writing.

**EDEL 350 Emergent Literacy (3)**

Prerequisites: 2.75 GPA, EDFE 110. Theory and practice in teaching reading and language arts in pre-kindergarten through grade three. Instructional strategies and learning environments that nurture emergent literacy, practical methods of assessment. 30 hours of field experience.

**EDEL 359 Emergent Literacy, Pre-K Through Grade 3 (1)**

Majors only (Urban Education). Prerequisites: 2.75 GPA, EDFE 110. Study of theory and practice, instructional strategies and learning environments in teaching reading and language arts in pre-kindergarten through grade three.

**EDEL 360 Service Learning Experience (2)**

Prerequisite EDFE 110. 2.75 GPA required. Elementary teacher candidates will learn strategies and assessment techniques for instructing students in literacy at designated schools. Successful completion is required for teacher candidates prior to enrollment in Block I.

**EDEL 422 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**EDEL 444 ESL & Bilingual Supervised Teaching (1-15)**

Prerequisites: EDFE 120 and EDFE 130. EDEL 470 is taken concurrently with EDEL 444. A field experience that includes eleven weeks of continuous field experiences with supervision by university and school faculty and integrated seminars. S/U graded.

**EDEL 445 Intermediate Literacy (3)**

Prerequisites: 3.0 GPA, EDEL 350, EDFE 120 or EDF 125. Co-requisite: EDEL 446. Course integrates methods of reading and reading diagnosis along with language arts in the Intermediate grades (3-6). Students learn instructional techniques, activities, assessment, and content knowledge.

**EDEL 446 Literacy Practicum (2)**

Prerequisite: 3.0 GPA, EDFE 120 or EDFE 125. Corequisite: EDEL 445. Field-based learning practicum in partnership schools under the supervision and coordination of university faculty and partner school personnel for 16 weeks.

**EDEL 450 Integrated Social Studies and Mathematics Methods (4)**

Prerequisites: 3.0 GPA, EDFE 110, EDEL 350 or EDEL 360 and Math 283. Teacher candidates acquire specific subject matter content while learning how to design and engage in classroom practices related to mathematics and social studies education in elementary school classrooms.

**EDEL 451 Literacy Methods for Elementary School (5)**

Apply for placement one semester in advance, [www.unco.edu/teach](http://www.unco.edu/teach). Prerequisites: 3.0 GPA, EDFE 120. Corequisite: EDEL 452. Teacher candidates will learn discipline specific content knowledge in literacy, classroom management, and instructional and assessment strategies in reading and writing which are appropriate for elementary school children.

**EDEL 452 Literacy Practicum in Elementary School (3)**

Prerequisite: 3.0 GPA, EDFE 120. Co-requisite: EDEL 451. Field-based learning experience in partnership schools under the supervision and coordination of university faculty and partner school personnel for a period of 8 weeks.

**EDEL 453 Effective Instruction in Elementary School: Social Studies and Mathematics (2)**

Apply for placement one semester in advance, [www.unco.edu/teach](http://www.unco.edu/teach). Prerequisites: 3.0 GPA, EDFE 130. Corequisite: EDEL 454. An in depth consideration of issues, problems and practices in the elementary-school social studies and mathematics classroom. Developing, implementing and evaluating an integrated instructional unit following the teacher work sample methodology. Online

**EDEL 454 Student Teaching in Elementary School (10)**

Prerequisites: 3.0 GPA, EDFE 130, B or better in EDEL 451. Co-requisite: EDEL 453. Fifteen weeks of field-based experience in an elementary classroom under the supervision and coordination of university faculty and cooperating school personnel

**EDEL 460 Integrated Methods I: Reading, Language Arts, Science and Health (9)**

Prerequisites: EDFE 120 or EDFE 125. Must take concurrently with EDEL 480. Juniors or above. Course integrates methods of reading and reading diagnosis, language arts, science and health. Students learn discipline specific instructional techniques, activities and content knowledge in a school setting.

**EDEL 461 Integrated Science Methods I (1)**

Majors only (Urban Education). Students will learn how to conduct Project WILD activities, explore ways to integrate this resource into school curricula, and participate in activities to become comfortable and knowledgeable to teach science.

**EDEL 462 Integrated Science Methods II (1)**

Majors only (Urban Education). Prerequisite: EDEL 461. Students will design a lesson plan, distinguish between science lessons and thematic units, and create assessment tools applicable to their needs. They will learn how to do Project WILD activities.

**EDEL 463 Integrated Science Methods III (1)**

Majors only (Urban Education). Prerequisite: EDEL 461, EDEL 462. Students will apply the Learning Cycle to lesson planning, and construct thematic units taking advantage of interdisciplinary planning, teaming, "hands-on, minds-on" activities and assessment instruments.

**EDEL 464 Integrated Literacy Methods - Writing Process (1)**

Majors only (Urban Education). Must take concurrently with ENG 122. Develops an understanding of children's growth in the writing process, and examines recording, assessing and reporting student progress. Students will participate in a field-related apprenticeship.

**EDEL 465 Integrated Literacy Methods - Literature Response and Classroom Application (1)**

Majors only (Urban Education). Must take concurrently with ENG 131. This course emphasizes the writing process. Students will develop an understanding of children's growth in the writing process and examine recording, assessing and reporting student progress. Field-related apprenticeship required.

**EDEL 466 Integrated Literacy Methods - Strategic Literacy and Instruction (1)**

Majors only (Urban Education). Learn strategies related to emergent literacy, word knowledge, recognition, and analysis, and the ability to flexibly combine these strategies with the broader purpose of reading for meaning. Tutoring component required.

**EDEL 467 Integrated Literacy Methods - Diagnosis, Individualism and Assessment (1)**

Majors only (Urban Education). Prerequisite: EDEL 466. Examines reading difficulties, diagnosis and individualization; experience using formal/informal standards-based assessment. Explores literacy assessment; requires demonstrated ability to use performance-based assessment in literacy instruction. Tutoring component required.

**EDEL 468 Integrated Literacy Methods - Reading and Writing Across the Curriculum (1)**

Majors only (Urban Education). Develops sensitivity to the affective and cognitive needs of elementary students in reading and writing to learn in the content areas. Students will participate in field related apprenticeships.

**EDEL 470 Integrated Methods II: Math, Social Studies, Art, Music and Physical Education (9)**

Prerequisites: EDEL 460, EDEL 480, EDFE 120 or EDFE 125. Co-requisite EDEL 490. Course integrates methods of math, social studies, art, music and physical education. Students learn discipline specific instructional techniques, activities and content knowledge in school setting.

**EDEL 471 Integrated Instruction in Elementary School Social Studies - Geography (1)**

Majors only (Urban Education). Students will learn curriculum, course planning, teaching strategies, materials, and assessment, with examples of successful pedagogical approaches for teaching standards-based geography concepts.

**EDEL 472 Integrated Instruction in Elementary Social Studies - History (1)**

Majors only (Urban Education). Students will learn curriculum, course planning, teaching strategies, materials, and assessment with examples of successful pedagogical approaches for teaching standards-based concepts.

**EDEL 473 Integrated Instruction in Economics and Citizenship Education (1)**

Majors only (Urban Education). Students will learn curriculum, course planning, teaching strategies, materials, and assessment with examples of successful pedagogical approaches for teaching standards-based economics and citizenship education concepts.

**EDEL 474 Integrated Elementary Math Education I (1)**

Majors only (Urban Education). Must take concurrently with MATH 181 and MATH 182. Focus on a small, integrated unit involving children's literature, social studies and math. Number sense, use of hands-on materials and problem solving to construct understanding in math are emphasized.

**EDEL 475 Integrated Elementary Math Education II (1)**

Majors only (Urban Education). Prerequisite: EDEL 474. Focuses on problem solving emphasizing real world application and the use of technology. Colorado Model Standards for Mathematics and Performance-Based Standards for Colorado Teachers will be applied.

**EDEL 476 Integrated Elementary Math Education III (1)**

Majors only (Urban Education). Prerequisites: EDEL 474, EDEL 475. Focus on assessment, continuing development of lesson plans based on authentic problem solving and integration with other content areas. Colorado Model Standards for Mathematics will be applied.

**EDEL 477 Integrated Elementary Art Education (1)**

Majors only (Urban Education). Students learn instructional techniques, activities and content knowledge appropriate for the teaching of art in the elementary school setting. Integration with other content areas is emphasized.



**EDEL 478 Integrated Elementary Music Education (1)**

Majors only (Urban Education). Elements of music, benefits of music study, practice in reading non-traditional music notation, making/playing musical instruments, movement, listening, beginning improvisation and composition, multi-cultural resources, and music technology.

**EDEL 479 Integrated Elementary Physical Education (1)**

Majors only (Urban Education). Study effective teaching and learning theories, basic movement principles and activities included in a quality program of physical education in the elementary school. Integration with content areas is emphasized when appropriate.

**EDEL 480 Student Teaching Block I and Seminars (5)**

Prerequisites ED FE 120 or ED FE 125. Co-requisites: EDEL 460. A field experience that includes ten weeks of continuous field experiences with supervision by university and school faculty and integrated seminars. S/U graded.

**EDEL 490 Student Teaching Block II and Seminars (5)**

Prerequisite ED FE 130. Co-requisite: EDEL 470. A field experience that includes eleven weeks of continuous field experiences with supervision by university and school faculty and integrated seminars. S/U graded

**EDEL 500 Literacy and Social Studies in Intermediate Grades (3)**

Teach students in grades 4-6 how to use the language arts and major concepts from the social studies to read, write, understand and apply information about society.

**EDEL 501 Mathematics In The Intermediate Grades (1)**

Study of practices, content, and issues related to mathematics in the intermediate elementary school classroom grade 4-6, including contemporary instructional strategies, mathematics content, planning, resources, and assessment.

**EDEL 502 Science In Intermediate Grades (1)**

Study of practices, content, and issues related to mathematics in the intermediate elementary school classroom grade 4-6, including contemporary instructional strategies, mathematics content, planning, resources, and assessment.

**EDEL 503 Art, Music, And Drama In Intermediate Grades (1)**

Study of integrated use of visual arts, music, and drama in an intermediate elementary classroom.

**EDEL 508 Workshop (1-3)**

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

**EDEL 513 Professional Renewal (1-3)**

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded. Repeatable, under different subtitles.

**EDEL 520 Effective Instruction in Elementary School Mathematics (3)**

3.00 GPA required. A comprehensive examination of issues, trends and practices in elementary school mathematics programs, including instructional strategies, planning, development, materials and evaluation. Emphasis on promoting problem solving in school mathematics curriculum.

**EDEL 525 Integrated Methods: Visual Arts, Music and Physical Education (1-3)**

3.00 GPA required. Integration of visual art, music and physical education. Students learn discipline specific instruction techniques, strategies, activities and content knowledge to effectively integrate these areas across the curriculum.

**EDEL 540 Effective Instruction in Elementary School English/Language Arts (3)**

3.00 GPA Required. Examines acquisition of English as a basis for effective instruction: handwriting, spelling, oral and written composition. Considers methods, materials, selection and placement of content, diagnosis and evaluation for individual differences.

**EDEL 543 Intermediate Elementary School Practicum (1)**

40 - hours in the classroom in observation/participation role. Can be waived with teaching experience at the intermediate level or by taking EDEL 545. S/U graded.

**EDEL 545 Elementary Student Teaching Intermediate Grades (6)**

Prerequisites: ED FE 130. 10 - week supervised teaching experience. Candidates who can document successful completion of a formal student teaching experience in an elementary classroom setting are exempt from this requirement. S/U graded.

**EDEL 544 Elementary Student Teaching and Capstone Seminar (1-12)**

Prerequisites: Full admittance to PTEP required. Meets student teaching requirement for certification. S/U graded. Repeatable, maximum of 12 credits.

**EDEL 550 Effective Instruction in Elementary School Social Studies (3)**

3.00 GPA Required. In-depth consideration of issues, problems and practices in the elementary social studies classroom, including instructional strategies planning, materials and evaluation. Emphasis on thinking in a pluralistic democratic society.

**EDEL 601 Practicum and Capstone Seminar in Elementary Education (3)**

Provides opportunities for students to collaborate in the completion of a teacher research project, revise the curriculum development project, finalize the professional portfolio, prepare for and take the comprehensive examination.

**EDEL 602 Elementary School Practicum (1-3)**

Prerequisites: ED FE 125 and 3.00 GPA required. This practicum is designed to immerse students in the elementary school classroom. Opportunities are provided to inquire, analyze and reflect on classroom routines.

**EDEL 612 Elementary School Curriculum (3)**

A review and analysis of competing conceptualizations of the elementary-school curriculum. Teachers develop, implement, and evaluate curriculum in elementary classrooms. Current topics, trends and issues in curriculum are explored.

**EDEL 613 Integrated Curriculum (3)**

Theory, design, development, implementation and evaluation of integrated curriculum. Students develop interdisciplinary units of study and learn active learning strategies and techniques consistent with an effective rationale for integrated curriculum.

**EDEL 619 Pluralism in Education (3)**

Assists student in recognizing need for creating processes that enable children, educators and others to support and design a culturally and socially diverse curriculum.

**EDEL 620 Researched Applications for Instruction in Mathematics, K-9 (3)**

Consider in detail the problems concerned with selection of what to teach, grade placement of content, methods and materials for teaching and means of evaluating achievement in mathematics.

**EDEL 622 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**EDEL 640 Instruction in Language Arts and Literacy in the Elementary School (3)**

Teachers develop their abilities as readers, writers and thinkers as they examine current research and practice in language arts and literacy instruction.

**EDEL 645 Assessment of Language Arts and Literacy in the Elementary School (3)**

Prerequisite: EDEL 640 and teaching experience. A consideration of problems, trends, and issues in the assessment of language arts and literacy. Focus on reading and writing as integrated processes.

**EDEL 650 Researched Application for Instruction in Social Studies, K-9 (3)**

Designed for experienced teachers, course focuses on strategies for improving social studies curriculum and instructions. Studies trends, issues and research affecting educating children for citizenship in a pluralistic/democratic society.

**EDEL 725 Seminar in Elementary School Mathematics (2)**

Prerequisite: EDEL 520 or EDEL 620. Cover important problems in the teaching and supervision of mathematics in the elementary school. Content may vary from year to year according to needs of participants. S/U graded.

**EDEL 745 Seminar in Elementary School English (2)**

Prerequisite: EDEL 540. Advanced study and original research in teaching English/language arts in the elementary and middle school. S/U graded.

**EDEL 755 Seminar in Elementary Education Social Studies (2)**

Prerequisite: EDEL 550 or EDEL 650. A consideration of the research applicable to crucial issues in elementary social studies including the child's development of key concepts, values, morals and skills; curriculum development and evaluation. S/U graded.

**EDEL 790 Supervised Practicum in College Teaching (3)**

Experience in observation and supervised practice of college teaching for doctoral candidates planning to teach at college level. Observations and experiences used as basis for analysis of learning experiences. S/U graded. Repeatable, maximum of six credits.

**EDEL 797 Doctoral Proposal Research (1-4)**

Required of all doctoral students. Students must earn 4 hours of credit for doctoral dissertation research proposal in partial fulfillment of requirements for doctoral degree before admission to candidacy. S/U graded. Repeatable, maximum of four credits.

**EDEL 799 Doctoral Dissertation (1-12)**

Required of all doctoral candidates. Students must earn 12 hours of credit for the dissertation in partial fulfillment of requirements for the doctoral degree. S/U graded. Repeatable, no limitations.

**EDEL 999 Graduate School Continuous Registration (1)**

To permit a graduate student to continue making progress in a degree program. S/U graded. Repeatable, no limitations.

**EDF — FOUNDATIONS OF EDUCATION****EDF 366 Conceptions of Schooling: Context and Process (4)**

Prerequisite: EDFE 110 or EDFE 120 or EDFE 125; 2.5 GPA. Social, historical and philosophical perspectives of schooling including legal, ethical and multicultural foundations for the professional educator in a democratic society and their implications for classroom communication, organization and management.

**EDF 370 Social Foundations of Education (3)**

Prerequisites: EDFE 110 or EDFE 120 or EDFE 125. Social, historical and philosophical foundations of education. Critical interdisciplinary examination of schooling in a democratic pluralistic society.

**EDF 408 Workshop (1-3)**

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

**EDF 422 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**EDF 500 Conceptions of Schooling (3)**

Co-requisite: EDFE 125. Investigation of social contributions of schools. Determination of what the public expects from local schools, assessing how accurately present systems meet public's expectations and individual implications for teaching.

**EDF 508 Workshop (1-3)**

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

**EDF 513 Professional Renewal (1-3)**

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded. Repeatable, under different subtitles.

**EDF 601 Discourse Analysis in Language and Literacy Research (3)**

Prerequisites: SRM 680. An introduction to the theory and methods of microethnographic discourse analysis approaches to the study of language and literacy events. Students will be encouraged to pursue their individual research interests in work for the course.

**EDF 610 Teacher Research (3)**

Provides teachers with an analytic framework for understanding different types of teacher research as well as strategies and techniques for conducting research in K-12 schools.

**EDF 619 Pluralism in Education (3)**

Assists student in recognizing need for creating processes that enable children, educators and others to support and design a culturally and socially diverse curriculum.

**EDF 622 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**EDF 640 Psychological Foundations of Education (3)**

Exploration and analysis of possible range of assumptions about nature of human activity (thinking, behaving, feeling) and implications of those assumptions relative to educational enterprise.

**EDF 662 Foundations of Curriculum Development & Instructional Practice (3)**

Examines nature and scope of curriculum planning, instructional design, decision-making, and implementation. Delivery and instruction of a curriculum, the process for changing curriculum are investigated.

**EDF 664 Current Issues in Instruction and Assessment (3)**

Examine current issues in instructional and assessment practices, from social and historical and political perspectives; focus on the research literature on instruction and assessment practices.

**EDF 685 Philosophical Foundations of Education (3)**

Examine leading contemporary and classical philosophical systems and how they culminate in practical educational goals, systems of justification and practices. Includes the study of educational aims and values.

**EDF 670 Introduction of Research Literature (3)**

Examines roots of educational research, its evolution in context of educational reform. Conceptual base in the interpretation, application, and dissemination of current and emerging literature.

**EDF 700 Implementation & Evaluation of Curriculum (3)**

Analysis of major concepts as related to the implementation and evaluation of curriculum. Covers models of curriculum design and strategies for implementing and evaluating curriculum.

**EDF 790 Supervised Practicum in Professional Teacher Preparation (3)**

Prerequisites: Teaching experience at the appropriate school level (elementary or secondary), student must have approval from either the Elementary or Secondary Program Coordinator. Course is designed for the doctoral student who elects to teach in teacher preparation programs.

**EDF 797 Doctoral Proposal Research (1-4)**

Candidate must earn a minimum of 4 credit hours for doctoral proposal research in partial fulfillment of the requirements for the degree.

**EDF 799 Doctoral Dissertation (1-12)**

Candidate must earn a minimum of 12 credit hours for the dissertation in partial fulfillment of the requirements for the degree.

**EDFE — EDUCATIONAL FIELD EXPERIENCES**

**EDFE 110 Initial PTEP Application (0)**

Prerequisite: Sophomore Status. Submit to STE office in one package: Fingerprint card, current TB test results, Oath and Consent Form, and major content advisor approval form. S/U graded.

**EDFE 120 Full Admission to PTEP Application (0)**

Prerequisite: EDFE 110. Submit in one package: current TB test results, proof of oral/written proficiency, proof of registration for PLACE or PRAXIS, and major content advisor approval form. S/U graded.

**EDFE 125 Admission to PTEP Application, Post baccalaureate (0)**

Prerequisite: Prerequisites: 3.0 GPA, graduate status. Submit Fingerprint card, Oath and Consent Form, current TB test, proof of oral/written proficiency, proof of registration for PLACE or PRAXIS, major advisor approval form. S/U graded.

**EDFE 130 Student Teaching Application (0)**

Prerequisite: EDFE 120 or EDFE 125. Submit to STE office in one package: Current TB test, PLACE or PRAXIS exam results and complete on-line Request for placement. Subject to approval by major content advisor. S/U graded.

**EDFE 170 Introduction to Field Based Experience (1-3)**

Practical experience for those wishing to explore a career in teaching. Placement in most public or private schools, agencies, preschool through high school. Experience is to coordinate practice with theory. S/U graded. Repeatable, no limitations.

**EDFE 270 Field Based Experience (2)**

Prerequisites: EDFE 110. 2.50 GPA required or new student at UNC. Entry into the teaching profession. Aide assignment in school or agency at preschool-12 level. Required portfolio and seminars. S/U graded.

**EDFE 271 Field Experience Seminar (1)**

Prerequisites: EDFE 110; 2.75 GPA required or new student at UNC; waiver of EDFE 270 field component. Designed to introduce students to issues and professional concerns of educators. S/U graded.

**EDFE 370 Advanced Field Based Experience (1-3)**

Prerequisite: EDRD 125 and EDFE 270. Instructor consent. Practical experience in teacher preparation programs. Assignments to assist personal or professional development in public or private school. Preschool-12 level. Portfolio and seminars required. S/U graded. Repeatable, no limitations.

**EDFE 444 Supervised Teaching (1-15)**

Prerequisites: EDFE 130. Meets student teaching requirement for certification. S/U graded. Repeatable, maximum of 15 credits, under different subtitles.

**EDFE 501 Practicum (1-4)**

Full admittance to PTEP or certification at undergraduate level required. Arrange with instructor. Undertake educational field studies in school settings, either individual or team oriented and focus on practical and relevant assessment of needs in teacher education. S/U graded. Repeatable, no limitations.

**EDFE 554 Secondary Practicum**

Prerequisites: EDFE 125 required. The course provides teacher candidates with opportunities to observe, participate in, analyze, and reflect on teaching and learning in secondary school and classroom settings.

**EDFE 555 Supervised Student Teaching (9)**

Prerequisites: EDFE 130. Meets student teaching requirement for certification. Graduate students only. S/U graded.

**EDI — EDUCATIONAL INTERPRETING**

**EDI 101 Field of Interpreting (1)**

Prerequisites: Acceptance into the Educational Interpreting Certificate Program (EICP) or permission of instructor required. Introduces concept of interpreting as a profession and exploring what student needs to know and do to be a professional interpreter.

**EDI 111 Child and Language Development (1)**

Prerequisites: Acceptance into the Educational Interpreting Certificate Program (EICP) or permission of instructor required. Focuses on theories of child development and acquisition of first language, understanding of children s/youths development and integral role language plays in that development.

**EDI 112 Language and Learning in Deaf Children (2)**

Prerequisites: EDI 111. Acceptance into the Educational Interpreting Certificate Program (EICP) or permission of instructor required. Delves into language acquisition and cognition, focusing on children who are deaf or hard of hearing, and on acquisition of ASL and types of discourse common in classroom, BICS, CALP.

**EDI 113 Deaf Education (1)**

Prerequisites: EDI 101. Acceptance into the Educational Interpreting Certificate Program (EICP) or permission of instructor required. Overview of public education/deaf education practices, legal foundation for inclusion in public schools, and Individualized Education Plan.

**EDI 114 Educational Interpreting (1)**

Prerequisites: EDI 101, EDI 111, EDI 112, EDI 113. Acceptance into the Educational Interpreting Certificate Program (EICP) or permission of instructor required. Covers historical background and current efforts in development of professional guidelines for Educational Interpreting, focusing on standards guiding role, responsibilities, and practices of the profession.

**EDI 121 Languages and Sign Systems (1)**

Prerequisites: EDI 101, EDI 113. Acceptance into the Educational Interpreting Certificate Program (EICP) or permission of instructor required. Investigate languages/communication modes used particularly by deaf students in public schools, acquire ASL transcription skills, and discuss implications language choices have for interpreters.

**EDI 122 Discourse Analysis: Language Use in Education (1)**

Prerequisites: EDI 121. Acceptance into the Educational Interpreting Certificate Program (EICP) or permission of instructor required. Focuses on discourse/ language, its analysis, and meaning in classroom. Discusses how interpretation requires understanding of context and intent, not simply individual words/ signs, and its effect on students access to information.

**EDI 124 Discourse Analysis: Interpreting Discourse (1)**

Prerequisites: Acceptance into the Educational Interpreting Certificate Program (EICP) or permission of instructor required. Focuses on foundational skills essential to effective interpreting including text analysis, abstracting, paraphrasing, linguistic/ meaning analysis, feedback/self-assessment skills, and glossing/ transcription.

**EDI 131 Skills Development Lab I: Foundational Skills (4)**

Prerequisites: Acceptance into the Educational Interpreting Certificate Program (EICP) or permission of instructor required. Focuses on skill development for educational interpreters including language (signed, spoken) and interpreting/transliterating skills. Students develop self-assessment skills and practice professional feedback strategies.



**EDI 132 Skills Development Lab II: Language Mentorship (1)**

Prerequisites: EDI 124, EDI 131. Acceptance into the Educational Interpreting Certificate Program (EICP) or permission of instructor required. Further skill development, focused on visual language, continued application of self-analysis/transcription skills to enhance interpret effectiveness, and assignment of mentor (to foster fluency in signing). Formats: WebCT, videotape exchange, feedback.

**EDI 133 Skills Development Lab III: Language Mentorship (1)**

Prerequisites: EDI 124, EDI 131, EDI 132. Acceptance into the Educational Interpreting Certificate Program (EICP) or permission of instructor required. Further/final skill development lab, focused on visual language, continued application of self-analysis/transcription skills enhancing interpret effectiveness, and assignment of mentor (to foster fluency in signing). Formats: WebCT, videotape exchange, feedback.

**EDI 211 Curriculum Methods and Materials K-12 (1)**

Prerequisites: EDI 113, EDI 114. Acceptance into the Educational Interpreting Certificate Program (EICP) or permission of instructor required. Introduces framework of public school educational process, including standards that define content and learning theories/styles influencing instructional methods and trends in classrooms.

**EDI 212 Tutoring Techniques (1)**

Prerequisites: EDI 211. Acceptance into the Educational Interpreting Certificate Program (EICP) or permission of instructor required. Provides overview of tutoring support for students who are deaf and hard of hearing, including planning, preparation, and delivery phases of tutoring sessions.

**EDI 223 Communication Assessment: Techniques for Educational Interpreters (1)**

Prerequisites: EDI 111, EDI 112, EDI 113, EDI 114, EDI 121, EDI 122. Acceptance into the Educational Interpreting Certificate Program (EICP) or permission of instructor required. Focuses on linguistics and discourse analysis as well as techniques for assessing language of students, teachers, and communication events in educational settings.

**EDI 231 Skills Development: K-12 Content Areas (2)**

Prerequisites: EDI 131, EDI 132, EDI 133. Acceptance into the Educational Interpreting Certificate Program (EICP) or permission of instructor required. Focuses on interpretation of K-12 content materials, using actual practice time, discussions of classroom goals/language/mode choice, and development of prepared consecutive and simultaneous materials.

**EDI 232 Skills Development: K-12 Non-content Areas (2)**

Prerequisites: EDI 131, EDI 132, EDI 133. Acceptance into the Educational Interpreting Certificate Program (EICP) or permission of instructor required. Focuses on interpreting activities outside academic areas through actual practice time using appropriate content material, discussions of classroom goals/language/mode choice, and development of prepared consecutive and simultaneous materials.

**EDI 233 Skills Development Lab IV: Interpreting (3)**

Prerequisites: EDI 131, EDI 132, EDI 231, EDI 232, EDI 280. Acceptance into the Educational Interpreting Certificate Program (EICP) or permission of instructor required. Focuses on enhancement of student's simultaneous interpretation by engaging in frequent practice with review by peers/skills specialists (continuation of EDI 280).

**EDI 234 Professional Educational Interpreter (1)**

Prerequisites: All previous EDI courses. Acceptance into the Educational Interpreting Certificate Program (EICP) or permission of instructor required. Explores ethical standards and practices related to the profession as well as specific application of ethical standards and practice in the educational context.

**EDI 238 Portfolio (2)**

Prerequisites: All previous EDI courses. Acceptance into the Educational Interpreting Certificate Program (EICP) or permission of instructor required. Capstone of Educational Interpreting Program in which student demonstrates ability to meet core competencies by reflecting upon and integrating what student has learned in program. Also projects student's professional development.

**EDI 280 Internship: Educational Interpreting (2)**

Prerequisites: EDI 131, EDI 132, EDI 231, EDI 232. Acceptance into the Educational Interpreting Certificate Program (EICP) or permission of instructor required. Focuses on aspects of interpretation of ASL to English/English to ASL through assignment of mentor to foster fluency and application of self-analysis/transcription skills for self-monitoring effectiveness as educational interpreter.

**EDI 313 — Professional Renewal (1-3)**

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded. Repeatable, under different subtitles.

**EDI 513 — Professional Renewal (1-3)**

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded. Repeatable under different subtitles.

**EDLD — EDUCATION OF LINGUISTICALLY DIFFERENT****EDLD 350 Teaching Young Bilingual Children (3)**

Prerequisites: EDRD 419. Learn about research based and standards-based methods, approaches, and programs for teaching English as a Second Language/English as a Foreign Language to young children (Birth-3 grade).

**EDLD 450 Literacy/Content Instruction in Bilingual Classrooms (3)**

Prerequisites: Fluency in Spanish as indicated by the Spanish Oral Proficiency Exam. Students will examine content area and concepts in methodology, curriculum and resources when instruction is delivered in Spanish.

**EDLD 505 Linguistically Diverse Students in Intermediate Grades (2)**

Stages of second language acquisition; effective techniques for teaching English language learners in grades 4-6; SIOP (Sheltered Instruction Observation Protocol).

**EDLD 508 Workshop (1-3)**

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

**EDLD 513 Professional Renewal (1-3)**

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded. Repeatable, under different subtitles.

**EDLD 592 Second Language Acquisition Theory (3)**

Designed for educators who are preparing to teach or who are already teaching, English Language Learners. Introduces students to the existing body of theory related to second Language Acquisition.

**EDLD 593 Language, School and Society (3)**

Designed for educators who are preparing to teach, or are already teaching, English Language Learners. Primary focus is on the interactions between society, language, and institutions of schooling.

**EDLD 594 Foundations of Language and Linguistics for ESL/Bilingual Educators (3)**

Provides teachers of English language learners with an introduction to linguistics and its application in the ESL classroom: linguistic concepts about oral and written language use and development.

**EDLD 600 Literacy and Content Instruction in Spanish Bilingual Classrooms (3)**

Prerequisite: Fluency in Spanish as indicated by the Oral Proficiency Exam. Designed for educators who are preparing to teach, or are already teaching Spanish speaking children. Primary focus is on literacy strategies and content area knowledge used in the bilingual classroom.

**EDLD 602 Teaching Linguistically Diverse Learners (3)**

This course will introduce future teachers to the theoretical, practical, and legal aspects of the education of students who speak English as a second language.

**EDLD 603 Methods and Assessment for ESL and Bilingual Education (3)**

Prerequisite: EDLD 602. This course will introduce students to the use of assessments and procedures and to teaching methods appropriate when working with linguistically diverse students.

**EDLD 604 Field Experience in TESOL and Bilingual Education (3)**

Prerequisites: EDEL 619, EDLD 602 and EDLD 603. Provides teachers with the opportunity to observe and participate in instructional strategies for English Language Learners.

**EDLD 605 Seminar in Bilingual Education and TESOL I (3)**

Prerequisites: SRM 600 or equivalent and at least six completed graduate credits in Bilingual/ESL. Study contemporary issues, research and practice in bilingual education and English as a second language.

**EDLD 606 Linguistically Diverse Students and the U.S. Educational System (3)**

Introduction to the history of education of linguistically diverse groups in the United States. Study of educational practices that affect their success and influences of language on schooling and culture.

**EDLD 607 Seminar in Bilingual Education and TESOL II (3)**

Capstone experience for the MAT: LDE Emphasis. Integrates content, pedagogy, and research methods knowledge with classroom teaching and other work-related experiences. Students complete a culminating experience project.

**EDLD 622 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**EDLD 746 Sociocultural Theories and Linguistically Diverse Education (3)**

Introduction to sociocultural theories of learning and development and their relevance for understanding and supporting effective teaching and learning among culturally and linguistically diverse students.

**EDLD 999 Graduate School Continuous Registration (1)**

To permit a graduate student to continue making progress in a degree program. S/U graded. Repeatable, no limitations.

**EDRD — ELEMENTARY EDUCATION: READING****EDRD 308 Reading Literacy Workshop (1-10)**

Subtitle indicates whether workshop is for elementary or secondary teachers. Topics related to remedial reading, word identification, comprehension, study skills, content reading and trends and issues will be included. S/U graded. Repeatable, may be taken four times to a maximum of 10 credits, under different subtitles.

**EDRD 314 Literature for Children, Adolescents and Young Adults (3)**

Consider interests and abilities governing choice of literature from kindergarten through young adult. Survey literature. Emphasize modern literature, uses of literature in curriculum and multiple responses to literature

**EDRD 319 Language and Literacy Development of Preschool and Elementary School Children (3)**

Examine development of listening, speaking, reading and writing. Review current research on language and literacy development including environmental factors that enhance or reduce from language literacy acquisition and development.

**EDRD 340 Developing Language and Literacy in the Content Areas (3)**

Prerequisites: EDFE 120 or EDFE 125. Investigate content and processes of reading/writing development of middle level and secondary students. Develop sensitivity to individual differences in literacy development. Investigate strategies to integrate reading/writing across curriculums

**EDRD 401 Practicum in Literacy (1-3)**

Open by invitation to resident undergraduate students. Supervised professional activity in literacy of approximately two hours per day. A well-written paper must be filed with instructor before credit given. S/U graded. Repeatable, maximum of three credits.

**EDRD 402 America Reads: Content and Processes of Literacy Tutorial Sessions (1)**

Prerequisite: EDFE 120, Choose 1 or 2: (1) eligibility for workstudy; or (2) permission of the instructor. Develop understanding of content and processes of literacy tutoring session. Adjust instruction according to observed behaviors of tutees. Effectively support literacy development of tutee. S/U graded. Repeatable, maximum of two credits.

**EDRD 403 America Reads: Individual Literacy Instruction (1)**

Prerequisites: EDFE 120, eligibility for work study, successful completion of two semesters as an America Reads tutor and successful completion of two semesters of EDRD 402 or permission of the instructor. Refine and extend understandings of the literacy development of elementary students and the ability to adjust instructional interactions according to the observed behaviors of assigned tutees. S/U graded. Repeatable, maximum of four credits

**EDRD 408 Reading/Literacy Workshop (1-10)**

Subtitle indicates appropriate participants. Topics related to reading/literacy: 1) developmental, intervention, and remedial programs and instructional strategies; 2) standards; assessment; 3) school wide efforts; 4) research; and 5) trends and issues will be included. Repeatable, under different subtitles. S/U graded.

**EDRD 410 Achieving Effective Instruction in Developmental Reading (3)**

Prerequisites: EDFE 110 or EDFE 120. Teaching/learning strategies, reading materials, selection, lesson planning and organizing for instruction in reading across the total curriculum constitute the focus of the course.

**EDRD 411 Elementary Reading Diagnosis and Individualization (3)**

Prerequisites: EDFE 120; EDRD 410. Emphasizes reading diagnosis with elementary students leading to instruction through a variety of approaches toward the end of enabling teachers to select appropriate methods/materials.

**EDRD 422 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**EDRD 508 Workshop (1-3)**

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

**EDRD 510 Achieving Effective Instruction in Developmental Reading (3)**

3.00 GPA Required. Teaching/learning strategies, reading materials, selection, lesson planning and organizing for instruction in reading across the total curriculum constitute the focus of the course.

**EDRD 511 Elementary Reading Diagnosis and Individualization (3)**

3.00 GPA required. Course will emphasize diagnosis leading to instruction through a variety of approaches toward the end of enabling teachers to select appropriate methods/materials.

**EDRD 513 Professional Renewal (1-3)**

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded. Repeatable, under different subtitles.

**EDRD 523 Reading and Writing in the Content Areas (3)**

Full admittance to PTEP or certification at the undergraduate level required. Develop understanding of cognitive affective needs of middle and secondary students in reading and writing to learn. Develop sensitivity to individual needs. Participate in related field experiences.

**EDRD 611 Language, Literacy and Cognitive Development (3)**

Prerequisites: Full admittance to PTEP or certification at undergraduate level required. Students examine the developmental nature of language, literacy and cognition birth to adulthood by reading and studying classic and current research. The impact of nature and nurture will be examined.

**EDRD 612 Reading in the Elementary Schools (3)**

Prerequisites: EDRD 611 for Reading Majors. Study of the nature of reading instruction, K-6 as reflected by current research, teaching and evaluation methods and techniques, published and teacher prepared materials, and effective classroom management.

**EDRD 614 Literature for Children, Adolescents and Young Adults (3)**

Prerequisites: Full admission to PTEP or licensure at undergraduate level required. Considers locating and evaluating children's, adolescent, and young adult literature and methods of organizing, teaching, and evaluating a literature program. Examine issues such as censorship, multicultural literature, and style analysis.

**EDRD 615 Topical Seminar in Reading/Literacy (3)**

Advanced study, and inquiry, in Reading/Literacy education. Address landmark research, analysis and synthesis of past and present trends and issues, and scholarly pursuit of scholarly topic. Repeatable, may be taken four times, under different subtitles.

**EDRD 617 Evaluation and Improvements of Literacy Teaching and Learning (4)**

Prerequisites: EDRD 612 and EDRD 620 or equivalent for Reading Education majors. Develop an understanding of the educationally disabled reader and writer in elementary and secondary school. Explore diagnostic and instructional strategies. Required tutoring experiences.

**EDRD 620 Reading in the Middle and Secondary Schools (3)**

Prerequisites: EDRD 611 and EDRD 612 for majors. Introduction to reading skills and reading requirements in developmental reading and subject-matter classes in the middle and secondary school. Examine instructional strategies and evaluation procedures as reflected by research.

**EDRD 622 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**EDRD 642 Teaching the Writing Process in Schools (3)**

Prerequisites: EDRD 611, EDRD 612 and EDRD 620 for reading majors. Assist classroom teachers with children's writing process. Emphasis on: writing process; encouragement of process development; children's growth in writing process; and, recording, assessing, and reporting student progress.

**EDRD 645 Reading Research (3)**

Prerequisites: EDRD 611, EDRD 612 and EDRD 620. Study research procedures and their application to reading education. Critique reading research and reading programs and practices. Develop and present a research project in the area of reading/literacy.

**EDRD 670 Directing a School-Wide Reading/Literacy Program (3)**

Prerequisites: EDRD 617 and full admission to PTEP. Seminar course intended to prepare reading teachers, specialists, coordinators and administrators for directing textbook adoption, curriculum development and issues, staff development, evaluation and supervision of reading/writing programs.

**EDRD 692 Clinical Practicum in Literacy Coaching (4)**

Prerequisites: EDRD 617 and full admission to PTEP. Supervised clinical instruction of elementary/middle/secondary school disabled readers. Continued professional development, in the areas of collegial communications, reflective coaching, and leadership capacity. May be completed at each level. Repeatable for a maximum of 12 hrs.

**EDRD 693 Capstone Reading Seminar (1)**

Prerequisites: Register final semester of coursework for MA in Reading. Explores major trends in reading education; synthesis and assimilation of information gleaned from all courses in the MA in Reading Program. S/U graded.

**EDRD 699 Thesis (1-6)**

Optional for Master of Arts programs on recommendation of major advisor. Successful completion of a formal thesis paper and oral defense required. S/U graded. Repeatable, no limitations.

**EDRD 745 Topical Seminar in Reading/Literacy (2-4)**

Advanced study and inquiry, in Reading/Literacy education. Address landmark research, analysis and synthesis of past and present trends and issues, and scholarly pursuit of scholarly topic. Repeatable, may be taken four times, under different subtitles.

**EDRD 750 The Contributing Professional in Reading (3)**

Designed for Reading/Literacy professional completing doctorate. Encourages and examines professional contributions encompassed within the reading/literacy field including scholarly activities, organizational memberships, and service roles.

**EDRD 795 Supervised Practicum in College Teaching (3)**

Experiences in observation and supervised practice in college teaching to be used as basis for analysis of learning experiences. S/U graded. Repeatable, maximum of nine credits.

**EDRD 797 Doctoral Proposal Research (1-4)**

Required of all doctoral students. Students must earn 4 hours of credit for doctoral dissertation research proposal in partial fulfillment of requirements for doctoral degree before admission to candidacy. S/U graded. Repeatable, maximum of four credits.

**EDRD 799 Doctoral Dissertation (1-12)**

Required of all doctoral candidates. Students must earn 12 hours of credit for the dissertation in partial fulfillment of requirements for the doctoral degree. S/U graded. Repeatable, no limitations.

**EDRD 999 Graduate School Continuous Registration (1)**

To permit a graduate student to continue making progress in a degree program. S/U graded. Repeatable, no limitations.

**EDSE — SPECIAL EDUCATION****EDSE 170 Introduction to Field-Based Experience (1-3)**

Supervised teacher apprenticeship experiences (assessing, planning, teaching students with special needs in collaboration with families, education professionals, and community members). School placements may be public or private, K-12.



**EDSE 200 Human Exceptionalities (3)**

Provides historical perspective and current views of exceptionalities. Develops specific information regarding human exceptionalities while clarifying realistic attitudes towards persons with exceptionalities.

**EDSE 201 Culture of Special Education (3)**

Introduction to special education, including: historical and legal perspective, characteristics of individuals with exceptionalities, issues related to identification and services, role of professionals in special and general education.

**EDSE 203 The Individualized Education Program and the Collaborative Process (3)**

Prerequisites: EDSE 201 or concurrently. Addresses the development of the Individual Education Program through effective collaboration and consultation, including pre-referral through implementations, individualized planning, and student and family involvement.

**EDSE 308 Workshop in Special Education (1-3)**

For beginning teachers and clinicians. Topics will include observation, techniques, programming, community relations, child development as related to exceptional children and evaluation for placement. Repeatable, under different subtitles.

**EDSE 320 Assessment in Special Education (3)**

Prerequisites: EDSE 201, EDSE 203, or concurrently, EDFE 110 or EDFE 120 or EDFE 125. Explore issues in assessment related to exceptional children. Emphasis placed on principles, purposes and processes of assessment related to programming in special education.

**EDSE 321 Advanced Assessment in Special Education (3)**

Prerequisite: EDSE 320. Take concurrently with EDSE 326, EDSE 443, and EDSE 328 or EDSE 329. Special education majors only. Applied experience in the administration and interpretation of formal and informal achievement tests used with exceptional individuals.

**EDSE 322 K-12 Methods in Special Education (3)**

Prerequisites: EDSE 201, EDSE 203, EDFE 110 or EDFE 120 or EDFE 125. Take concurrently with EDSE 327, EDSE 442, and EDSE 328 or EDSE 329. Special education majors only. Instructional and methodological issues in the education of students with exceptionalities. Emphasis is on academic content areas across the curriculum and the development of positive learning environments.

**EDSE 325 Behavioral Dimensions of Students with Exceptionalities I (3)**

Prerequisites: EDSE 201, EDSE 203, EDFE 110 or EDFE 120 or EDFE 125. This course addresses behavioral theories and their application in creating effective environments and in assessing and managing classroom behavior.

**EDSE 326 Behavioral Dimensions of Students with Exceptionalities II (3)**

Prerequisites: EDSE 201, EDSE 320, EDSE 325, EDFE 110 or EDFE 120 or EDFE 125. Take concurrently with EDSE 321, EDSE 443, and EDSE 328 or EDSE 329. Special Education majors only. Learners will apply the principles of classroom management, assess student behavior, and develop individualized behavior plans that promote positive affective/social/academic growth.

**EDSE 327 Methods for Teaching Mathematics: Students with Special Needs (3)**

Prerequisites: EDSE 201, EDSE 203, EDFE 110 or EDFE 120 or EDFE 125. Take concurrently with EDSE 322, EDSE 442, and EDSE 328 or EDSE 329. Special Education majors only. Instructional and methodological issues in the education of students with exceptionalities, emphasizing academic content across the curriculum and in the development of positive learning environments.

**EDSE 328 Field Experience in Special Education: Elementary (3)**

Prerequisites: EDFE 110 or EDFE 120 or EDFE 125. Take concurrently with EDSE 321, EDSE 326, and EDSE 443 OR with EDSE 322, EDSE 327, and EDSE 442. Special Education majors only. Supervised practicum in assessing, planning, and teaching students with exceptional learning needs in collaboration with families, education professionals, and community members. One hundred thirty (130) hours of field experiences required.

**EDSE 329 Field Experience in Special Education: Secondary (3)**

Prerequisites: EDFE 110 or EDFE 120 or EDFE 125. Take concurrently with EDSE 321, EDSE 326, and EDSE 443 or with EDSE 322, EDSE 327, and EDSE 442. Special Education majors only. Supervised practicum in assessing, planning, and teaching students with exceptional learning needs in collaboration with families, education professionals, and community members. One hundred thirty (130) hours of field experiences required.

**EDSE 360 Adaptation, Modification, and Integration of Curriculum for the Secondary Exceptional Learner (3)**

EDFE 110 or EDFE 120 or EDFE 125. Provides secondary classroom teacher information about special education, exceptional learners, and operational components in Special Education, and techniques for integration of special needs students including modification, adaptation, and specialized resources.

**EDSE 370 Advanced Field-Based Experience (1-3)**

Prerequisites: EDFE 110 and EDSE 170. Advanced supervised teacher apprenticeship experiences (assessing, planning, teaching students with special needs in collaboration with families, education professionals, and community members). School placements may be public or private, K-12.

**EDSE 380 Introduction to the Education of the Gifted and Talented (3)**

Definitions, characteristics, and needs of diverse groups of gifted/talented children/youth will be covered. Emphasis on identification of these children and the appropriate curriculum/programming options to facilitate their needs.

**EDSE 406 Behavior is Language: Special Education Strategies for Managing Disruptive Behavior (3)**

Designed to provide teachers with intervention strategies/behavior techniques to remediate disruptive behaviors and reduce power struggles while increasing classroom control.

**EDSE 422 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**EDSE 430 Exceptional Student in the Elementary Classroom (2)**

EDFE 110 or EDFE 120 or EDFE 125. Provide elementary level licensure candidates current research/practices related to students with exceptionalities. Identify/adapt instruction for students with a wide range of disabilities. Field experience will be used extensively.

**EDSE 433 Exceptional Students in the Regular Classroom (2)**

Required of students majoring in Fine Arts, Physical Education, Music Education and Vocational Education. Provides information on handicapped and gifted students, identification procedures and teaching techniques.

**EDSE 440 Introduction to the Education of the Visually Handicapped (3)**

Non-majors only. Descriptions of visual disabilities, the history and background of formalized educational and rehabilitative services, basic medical and psychological aspects and an overview of the types of organizations serving the field.

**EDSE 442 Language and Literacy for Students with Severe Delays (3)**

Prerequisites: EDSE 201, EDSE 203, EDSE 320, EDRD 410, EDFE 120 or EDFE 125 and ASLS 266. Take concurrently with EDSE 322, 327 and EDSE 328 or 329. Special Education Majors only. Exploration of lifespan relationships between significant oral language delays, home/school dialectical mismatches, or language differences and the acquisition of literacy in both its oral and written dimensions.

**EDSE 443 Support System in Special Education (3)**

Prerequisites: EDSE 201, EDSE 203, EDFE 120 or EDFE 125. Take concurrently with EDSE 322, 327 and EDSE 328 or 329. Special Education Majors only. Students will acquire skills in case management, facilitating support processes, and delivering direct support within general education settings for students receiving special education services.

**EDSE 444 Student Teaching in Special Education (1-15)**

Full Professional Teacher Education Program (PTEP) Admission, all general education courses, all major courses, and all PTEP courses. EDRD 411 may be taken concurrently. Supervised practicum in assessing, planning, and teaching students with exceptional learning needs in collaboration with families, education professionals, and community members. S/U graded.

**EDSE 460 Culturally and Linguistically Diverse Students with Disabilities (3)**

Explores language and cultural variables that influence instruction and assessment practices for students with disabilities who come from culturally and linguistically diverse backgrounds.

**EDSE 500 Field of Special Education (3)**

Historical development and present status of individuals with disabilities and those who are gifted. Focus on communication, parent involvement, finance, legal issues, ethics/professionalism and trends in special education.

**EDSE 501 The Exceptional Learner (3)**

Basic issues in dynamics of learning and evaluation related to exceptionality. Emphasizes understanding learning and evaluation processes for purposes of individual and group educational planning.

**EDSE 502 Communication, Collaboration and Consultation for Special Educators (3)**

Develop skills in intrapersonal/interpersonal dynamics in serving exceptional learners. Focus on communication, collaboration and consultation in the context of multicultural educational settings along a continuum of special education.

**EDSE 503 Effective School Environments for Learners with Exceptional Needs (3)**

Study of components of effective schools and the relationship to child, family, community and professionals. Roles of special educators and different service delivery models presented and analyzed.

**EDSE 504 Transition Planning and Service Delivery for Students with Special Needs (3)**

Provide theoretical framework in transition process from school to adult life including historical/legal, planning, curricular, interagency, self-determination and parent/family aspects of transition.

**EDSE 505 Assessment of Exceptional Individuals (3)**

Explore issues in assessment related to exceptional children. Emphasis placed on principles, purposes, and processes of assessment related to programming in special education.

**EDSE 506 Teaching Students with Special Needs in Inclusive Settings (3)**

Introductory course designed for regular classroom teachers with information about various disabilities and the gifted/talented. Emphasis on identifying, accommodating and adapting for students in inclusive settings.

**EDSE 507 Field Based Experience (1-2)**

The special education Teacher Candidate will be provided opportunities to observe, analyze and reflect on issues including diversity, professionalism, rights and responsibilities, and instruction in a K-12 classroom. S/U graded

**EDSE 508 Workshop (1-3)**

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

**EDSE 509 Strategies for Students with Exceptionalities (3)**

Provides effective strategies to educate all students, particularly at secondary level. Overviews special education process and inclusive education models; characteristics, transitional needs, and culturally/linguistically different exceptional learners and their families.

**EDSE 510 Foundations of Special Education (3)**

This course is designed to provide the historical and legal foundations of special education and the educational implications for the teacher and exceptional child.

**EDSE 511 Learning Environments and Cultural Considerations (3)**

This course provides an overview of learning environments, collaboration and consultation among teachers, related services professionals, and families, and emphasizes culturally appropriate communication strategies.

**EDSE 512 Assessment, IEP Development, and Instructional Planning (3)**

Students gain knowledge and skills for selecting, adapting, and using assessments, developing Individualized Education Programs, and planning instruction within a continuum of service delivery models.

**EDSE 513 Professional Renewal (1-3)**

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded. Repeatable, under different subtitles.

**EDSE 520 Survey of Learners with Severe Disabilities (3)**

Includes an overview of persons with profound needs and their families including their characteristics and needs. Programmatic issues are also emphasized in relation to current research.

**EDSE 521 Educational Assessment of Learners with Severe Disabilities (3)**

Emphasizes the assessment – intervention – evaluation approach for learners with profound needs. The use of developmental/ behavioral/ecological assessment approaches as well as transdisciplinary approaches are emphasized.

**EDSE 522 Methods of Teaching Learners with Severe Disabilities: Early Childhood Transitions and the Elementary School Years (3)**

Prerequisite: Full admittance to PTEP or certification at undergraduate level required. Review methodological approaches to serving individuals with profound needs and their application; emphasizes teaching strategies, consultation techniques and accessing multi-agency resources.

**EDSE 523 Methods of Teaching Learners with Severe Disabilities: Middle School, Secondary Settings, and Transitions to Adulthood (3)**

Prerequisite: Full admittance to PTEP or certification at undergraduate level required. Reviews teaching approaches to serve students with profound needs at the prevocational/vocational levels and application of approaches; emphasis on residential-employment competencies and transition from school to work.

**EDSE 524 Seminar in Education of Learners with Profound Needs (3)**

Designed to synthesize experience and coursework in the area of educating students with profound needs. Emphases are on issues, research, classroom application and consultation.

**EDSE 525 Research and Policy for Learners with Profound Needs (3)**

Consent of instructor. Includes research and policy relative to the learners with profound needs. Ethics of conducting research with these individuals, current research results and relevant public policy are the main foci.

**EDSE 526 Practicum with the Learners Who Have Severe Disabilities (3-12)**

Prerequisite: Full admittance to PTEP or certification at undergraduate level required. Entails supervised clinical experience with young and older individuals with profound handicaps. Daily supervision by a master teacher with overall supervision by UNC faculty is provided. S/U graded. Repeatable, maximum of 12 credits.

**EDSE 530 Parent/Professional Partnerships (3)**

The course promotes in-depth reflection on collaboration with families of young children using a case method of instruction. Family systems perspectives and family centered approaches are emphasized.

**EDSE 531 Assessment and Planning in Early Childhood Special Education (3)**

The course explores theory and application of assessment methods in Early Childhood Special Education. Cross-disciplinary approaches, matching assessment procedures to the intended purpose, and linked assessment/planning systems are emphasized.



**EDSE 532 Typical and Atypical Early Child Development: Application to Early Childhood Special Education (3)**

The course will explore typical and atypical patterns of early child development; biological, cultural, and environmental influences; and implications for appropriate practice in Early Childhood Special Education.

**EDSE 533 Curriculum and Instruction in Early Childhood Special Education (3)**

The course explores recommended practices for inclusive education of young children with developmental concerns. Developmentally appropriate, individually responsive, cross-disciplinary, and evidence-based practices are emphasized across developmental domains.

**EDSE 534 Research, Policy, and Advocacy in Early Childhood Special Education (3)**

The course explores efficacy research, state and federal policies and systems, nationally recommended practices, and advocacy processes that support high quality services in Early Childhood Special Education (ECSE).

**EDSE 535 Practicum in Early Childhood Special Education (2-15)**

Prerequisites: EDFE 130 and passed PLACE/PRAXIS test. In their practicum experience, students build on knowledge and competencies gained throughout their master's program to synthesize their knowledge and apply recommended practices in ECSE settings.

**EDSE 540 Independent Living for Individuals with Visual Disabilities (1-2)**

Required laboratory arranged. Gain ability to understand the use of adapted materials and techniques in teaching independent living to individuals with visual disabilities. Emphasis given to recreational areas. Repeatable, maximum of 2 credits.

**EDSE 541 Introduction to Visual Impairment and Deaf-Blindness (3)**

Historical perspectives and current educational services for the student with visual impairment and deaf-blindness across the lifespan. Emphasis is placed on growth and development and psychosocial effects of visual impairment.

**EDSE 542 Assessment and Methods for Teaching Students with Visual/Multiple Disabilities (3)**

Prerequisite: EDFE 120 or EDFE 125 or certification at undergraduate level required. Discuss causes, characteristics, educational implications and instructional methods for student with visual/multiple disabilities. Learn effective teaming and collaborative planning strategies.

**EDSE 543 Braille Codes and Formats (3)**

Study literary and nemeth codes, basic abacus operations. Techniques of teaching literacy skills to students with visual disabilities are included.

**EDSE 546 Principles of Orientation and Mobility (3)**

Philosophy and history of cane instruction, dog guides and other methods of travel. Techniques in developing orientation skills and pre-cane mobility instruction. Gross motor and concept development are presented.

**EDSE 547 Individual Instruction in Orientation and Mobility (3)**

Prerequisite: EDFE 120 or EDFE 125 and EDSE 546 or certification at undergraduate level required. Consent of instructor. Required laboratory arranged. A study of methods involved in general navigation and environmental awareness relating to severe vision needs. Travel techniques are gained while working under simulated conditions. Repeatable, maximum of four credits.

**EDSE 548 Medical and Educational Implications of Visual Impairments (3)**

Anatomy and physiology of the eye, medical and educational assessment of low vision and functional implications of various eye conditions. Techniques to develop use of functional vision.

**EDSE 549 Assessment of Students with Visual Impairments (3)**

Prerequisites: EDSE 541 and EDSE 548. Assessment procedures related to learners with visual impairments. Determination of learning needs and appropriate learning media. Relationship of assessment, IEP development and placement.

**EDSE 550 Foundations of Deaf Education (3)**

Prerequisites: EDFE 120 or EDFE 125 and EDSE 550. This course is designed to provide the historical, legal, and cultural foundations of deaf education and the educational implications for the teacher and student who is deaf or hard of hearing.

**EDSE 601 Supporting Special Students in the Mainstream (3)**

Prerequisites: Full admittance to PTEP or certification at undergraduate level required. Interventions for students with moderate academic difficulties in inclusive settings including (a) collaborating in providing direct service and (b) providing scaffolds to enable students to perform independently.

**EDSE 602 Behavioral Disorders: Characteristics, Identification and Intervention (3)**

Examine typical characteristics associated with severe behavior problems and procedures for identification. Emphasis on development of appropriate intervention programs.

**EDSE 603 Practicum with Moderate Needs Students (3-12)**

Prerequisites: Full admittance to PTEP or licensure at the undergraduate level required. Consent of Instructor. Supervised practica in programming for and teaching moderate needs students including assigned seminar topics. Additional seminar time required. S/U graded. Repeatable, maximum of 12 credits.

**EDSE 606 Instructional Methods for Students with Special Needs (3)**

Prerequisites: Full admittance to PTEP or certification at undergraduate level required. Teaches about major current techniques, methods, philosophies and trends in teaching communication, affective and cognitive needs students with moderate/severe disabilities.

**EDSE 608 Case Studies with Students with Special Needs (3)**

Consent of instructor. Required laboratory arranged. Applied experience in assessment and teaching of exceptional individuals. Work a minimum of 45 clock hours one-on-one with exceptional individual in school or clinical setting.

**EDSE 609 Language Development: Disorders of Individuals with Special Needs (3)**

Consent of instructor. In-depth study of language and speech disorders, including assessment instruments and teaching strategies related to language and communication. Focuses on the language of students with special needs.

**EDSE 610 Interventions for Students with Severe Affective Needs (3)**

Knowledge and classroom application of group and individual interventions for students with severe affective needs. Includes auxiliary services and parent interventions.

**EDSE 611 Seminar in Severe Affective Needs (3)**

Consent of instructor. This course is designed to synthesize experience and coursework in the area of students with severe affective needs. Emphases are on issues, research and classroom application.

**EDSE 612 Practicum with Students with Severe Affective Needs, Ages 5-21 (3-12)**

Prerequisites: Full admittance to PTEP or licensure at the undergraduate level required. Consent of instructor. Integrative experiences of sufficient scope, intensity, and length to assure demonstration of all Teacher II affective program competencies. Seminar required. S/U graded. Repeatable, maximum of 12 credits.

**EDSE 613 Applied Assessment (3)**

Prerequisites: EDFE 120 or EDFE 125 and EDSE 512 required. Students develop assessment skills related to students with disabilities focusing on principles, purposes, and the practice of assessment tools, including formal and informal measures.

**EDSE 614 Behavioral Interventions (3)**

Prerequisites: EDFE 120 or EDFE 125. This course is designed to provide special educators with researched-based assessment and intervention strategies for working with individuals who have behavioral needs.



**EDSE 615 Special Education Law: Cases and Trends (3)**

Enhances student's skills to read integratively special education laws and ensuing litigation. Readings will include public laws, court transcripts and a selected case synopsis(es) pertaining to a particular exceptionality.

**EDSE 616 Scientifically Based Literacy Interventions (3)**

Prerequisites: EDFE 120 or EDFE 125. Scientifically based literacy interventions for learners with exceptional needs; theoretical models related to interventions addressing the five reading components (i.e., phonemic awareness, phonics, vocabulary, comprehension, and fluency).

**EDSE 617 Mathematics and Content Area Learning for Students with Disabilities (3)**

Prerequisites: EDFE 120 or EDFE 125. Prepare teachers to teach mathematics and content areas to students with disabilities. Scientifically research-based and validated methods will be emphasized for effective instruction, technology use, and collaborative support.

**EDSE 618 Educating Students with Significant Support Needs (3)**

Prerequisites: EDFE 120 or EDFE 125. This course addresses planning, managing, and collaboratively delivering educational plans and interventions for students with severe disabilities. It addresses academic, communication, behavioral, medical, and unique individual needs, K-12.

**EDSE 619 Secondary Services (3)**

Prerequisites: EDFE 120 or EDFE 125. This course includes an overview of transition services, academic strategies, community-based instruction, and contextual learning in a standards-based framework. Student self-determination and interagency coordination is included.

**EDSE 620 Psycho-Social Aspects of Students with Severe Cognitive Needs (3)**

In-depth study of sociological and psychological aspects of students with severe cognitive needs. Focuses on issues relative to life care and treatment of the cognitive needs student.

**EDSE 621 Seminar in Severe Cognitive Needs (3)**

This course is designed to synthesize experience and coursework in the education of students with severe cognitive needs. Emphases are on issues, research and classroom application.

**EDSE 622 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**EDSE 623 Practicum with Students with Severe Cognitive Needs, Ages 5-21 (3-12)**

Prerequisites: Full admittance to PTEP or licensure at undergraduate level required. Consent of major advisor. Integrative experiences of sufficient scope, intensity, and length to assure demonstration of all Teacher II cognitive program competencies. Seminar required. S/U graded. Repeatable, maximum of 12 credits.

**EDSE 640 Methods of Teaching Students with Visual Impairment (3)**

Prerequisites: EDFE 120 or EDFE 125 and EDSE 541, EDSE 548. Curriculum development, adaptations, and teaching methodology for individuals with visual impairments. Modification of general and functional curricular areas. Emphasis on methods of teaching skills and the core curriculum.

**EDSE 642 Advanced Seminar in Education of Students with Visual Disabilities (3)**

Prerequisites: Enrollment prior to or concurrent with EDSE 644, EDFE 120 or EDFE 125. Role and responsibilities of the teacher of students with visual impairments as an educational team member, professionalism, ethics, consultation and collaborative partnerships, and social skill development. Full PTEP Admittance.

**EDSE 644 Practicum in Education of Students with Visual Impairments, K-12 (6-12)**

Prerequisites: EDFE 120 or EDFE 125 and EDFE 130 and EDSE 541, EDSE 543, EDSE 546, EDSE 548, EDSE 549, EDSE 640, EDSE 645 or certification at undergraduate level required. Consent of instructor. Supervised teaching experience with students with visual disabilities, K-12, planning and implementing lessons, preparing materials, participating in staffings, IEP/IFSP development and parent conferences. Repeatable, maximum of 12 credits.

**EDSE 645 Advanced Braille Codes and Formats (3)**

Prerequisites: EDSE 543 or proof of mastery from an approved examination or other demonstration of basic literary braille skills. Instruction in Nemeth Code (braille math code). Introduction to advanced braille codes, formats and techniques for teaching skills in each code including music, foreign language, chemistry, and computer braille.

**EDSE 647 Assessment and Methods in Orientation and Mobility (3)**

Prerequisites: EDSE 546. Consent of instructor required or certification at undergraduate level required. Weekly seminar explores methods and strategies for teaching independent travel techniques to students with visual and other disabilities. Student provides individualized instruction to visually impaired person with faculty supervision.

**EDSE 648 Practicum in Orientation and Mobility (9)**

Prerequisites: EDFE 120 or EDFE 125 or certification at undergraduate level required. Consent of major advisor required. Supervised teaching experience with both blind and low vision individuals in orientation and mobility. Observation of varied programs; e.g., resource room itinerant plan, residential school and rehabilitation settings.

**EDSE 651 Collaboration: Deaf/Hard of Hearing (3)**

Prerequisite: Prerequisites: EDFE 120 or EDFE 125 and EDSE 550. Integration of theoretical and practical considerations involved in collaborating with families, service providers, and agencies.

**EDSE 652 Auditory Skill Development: Deaf/Hard of Hearing(3)**

Develop the knowledge and skills to assess and to teach auditory skill development to individuals who are deaf or hard of hearing. Field experience required.

**EDSE 653 Speech: Deaf/Hard of Hearing (3)**

Develop knowledge and skills to assess and to teach spoken language to individuals who are deaf or hard of hearing. Field experience required.

**EDSE 654 Language: Deaf/Hard of Hearing (3)**

Develop knowledge and skills to assess and facilitate the development of language skills of individuals who are deaf or hard of hearing. Field experience required.

**EDSE 655 Literacy: Deaf/Hard of Hearing (3)**

Develop knowledge and skills to assess and facilitate the development of literacy in individuals who are deaf or hard of hearing. Field experience required.

**EDSE 656 Curriculum and Instruction: Deaf/Hard of Hearing (3)**

Develop the knowledge and skills to assess and to teach academic content to individuals who are deaf or hard of hearing. Field experience required.

**EDSE 657 Practicum: Deaf/Hard of Hearing (6-12)**

Individual observation and supervised practice in the education of individuals who are deaf or hard of hearing. Repeatable, maximum of 12 credits.

**EDSE 670 Legal and Policy Foundations of Special Education (3)**

This course is designed for school personnel who are impacted by special education law. The course focuses on federal and state special education statutes, regulations, and case law.

**EDSE 671 Fostering School and Community Relationships (3)**

Prerequisite/Co-requisite: EDSE 670. This course provides specialist knowledge and skills related to consultation, collaboration, supervision, coaching, and support for educators, families, and paraprofessionals. Topics include the implementation of proactive strategies for empowerment.

**EDSE 672 Leadership in the School Community (3)**

Prerequisite/Co-requisite: EDSE 670. Foundational grounding for prospective teacher leaders to function as highly facilitative special educators who demonstrate leadership necessary to effectively interact with diverse populations including students, teachers, administrators, and parents.

**EDSE 673 Research and Reflective Practice (3)**

Prerequisite: EDSE 670. The role of inquiry in identifying promising practices is examined. Action research is highlighted, culminating in a work sample in which scientifically based interventions are designed, assessed, and described.

**EDSE 674 Interventions in Literacy and Numeracy (3)**

Prerequisite/Co-requisite: EDSE 670. This course will help individuals effectively select and implement research-based literacy and numeracy interventions as they related to students' strengths and needs at an individual student, classroom and school-wide level.

**EDSE 675 Issues in Special Education Assessment (3)**

Prerequisite/Co-requisite: EDSE 670. Provides a comprehensive perspective of assessment development, implementation, interpretation, and implications of results to inform educational practices including the practice of monitoring progress and collaborating with individuals, families and professionals.

**EDSE 676 Assessment and Interventions for Students with Challenging Behaviors (3)**

Prerequisite/Co-requisite: EDSE 670. Designed to provide learners with the knowledge and skills to supervise, coach, assess, and model a continuum of behavior support for teachers, paraprofessionals and other educators in the school, home, and community.

**EDSE 677 Transition to Adulthood for Youth with Exceptionalities (3)**

Prerequisite/Co-requisite: EDSE 670. This course includes in-depth investigation into the provision of transition services and secondary services. Topics include transition-focused standards-based IEP development, self-determination, interagency coordination, career educational strategies, and content enhancement routines.

**EDSE 678 Leadership Strategies in Significant Support Needs/Autism (3)**

Prerequisite/Co-requisite: EDSE 670. This course provides mentoring and coaching strategies when planning and collaborating for students with severe disabilities and/or autism. Topics include meeting student academic, communication, and medical needs in K-12 settings.

**EDSE 679 Interventions for Students with Cultural and Linguistic Differences (3)**

Prerequisite/Co-requisite: EDSE 670. This course critically analyzes issues of equity through a culturally responsive lens as it applies to assessment, interventions, and education of all students including those with diverse backgrounds.

**EDSE 680 Administration and Supervision of Special Education (3)**

Designed to review problems and strategic opportunities in the administration and supervision of special education programs and services. Emphases include leadership and management, organizational planning and change, and strategic thinking.

**EDSE 681 Administrative Planning and Program Evaluation in Special Education (3)**

Prepares individuals to conduct program/service evaluations, organize data for decision-making purposes, understand resource utilization, develop collaborative partnerships, and integrate systems of accountability into other administrative functions.

**EDSE 682 Foundations in Gifted Education (3)**

The purpose of this course is to address the foundational underpinnings of gifted and talented education, including the history of the field; pertinent theories and research in the area of intelligence, creativity, and human development; knowledge of public policy; current brain research; and how these concepts can be applied in educational settings.

**EDSE 683 The Gifted Learner: Nature and Needs (3)**

The knowledge base of definitions, characteristics, traits and needs of diverse groups of learners with gifts and talents will be examined. Emphasis is placed on identification, assessment and appropriate placements.

**EDSE 684 Assessment and Identification in Gifted Education (3)**

Prerequisites: EDSE 682 and EDSE 683. The content of this course includes procedures in the assessment of students for the purpose of selecting appropriate and relevant educational strategies, and identifying students for services and programs.

**EDSE 685 Curriculum & Instructional Practice in Gifted Education (3)**

This course focuses on development of curriculum and implementation of teaching practices centered on discipline-based knowledge, learning styles, cultural variation, depth and complexity of content, and provisions for independent investigation.

**EDSE 686 Emotional and Social Development of the Gifted and Talented (3)**

This course is designed for learners to develop a knowledge base of the affective, social and cognitive development and needs of the various types of gifted students.

**EDSE 687 Program Strategies and Services For the Gifted and Talented (3)**

Prerequisite: EDSE 683. This course addresses the basic program models, strategies and services necessary for developing appropriate education for the gifted. Real-life scenarios are basic in determining appropriate strategies and services.

**EDSE 688 Communication and Leadership in Gifted Education (3)**

Topics include communication, consultation and collaboration for the implementation of education for the gifted and talented. Teachers are a main source of leadership for school, district and state levels.

**EDSE 689 Creativity in Gifted Education (3)**

The focus of this course is the examination of theories of creativity, research in creativity and the teaching of creative thinking skills in the context of gifted education programming.

**EDSE 690 Highest Levels of Learning for the Gifted and Talented (3)**

Prerequisite: EDSE 682, EDSE 683, EDSE 685. This capstone seminar is designed for learners to synthesize knowledge and skills regarding cognitive needs of students who are gifted and talented. Emphasis is on enrichment/acceleration, inquiry, seminars, in depth studies.

**EDSE 691 Practicum in Teaching the Gifted and Talented (1-12)**

Prerequisites: EDSE 683, EDSE 685, EDSE 687 and EDFE 130. Emphasize actual teaching and facilitation of learners who are gifted, talented, creative in actual supervised teaching experiences. Repeatable, maximum of 12 credits.

**EDSE 693 Practicum in Special Education (3-12)**

Prerequisites: EDFE 120 or EDFE 125 and EDFE 130 and EDSE 510, EDSE 511, EDSE 512, EDSE 614, EDSE 617, EDSE 618, and EDSE 619. EDSE 615 may be taken concurrently. Supervised practicum in assessing, planning, and teaching students with exceptional learning needs in collaboration with families, education professionals, and community members. Unlimited Repeatability.

**EDSE 701 Introduction to Doctoral Study in Exceptionalities (1)**

Develop knowledge, skills, concepts, and attitudes necessary for special and gifted educators to effectively interact with diverse populations. Emphasis on development of individual goals/specific activities within program. S/U graded.

**EDSE 702 Law of Exceptionalities (1)**

Doctoral level course that analyzes and interprets federal, state, and case law relevant to teaching students with exceptionalities in a variety of educational settings.

**EDSE 718 Advanced Seminar in Education of Students with Hearing and/or Visual Handicaps (3)**

Investigation of the issues and trends in education of infants, children and youth with hearing and/or visual disabilities: focus on research, curriculum, instructional strategies and other administrative concerns.

**EDSE 721 Theoretical Foundations of Special Education I (3)**

In-depth study of special education's enrichment by conceptions of the nature of exceptionality, learning and instruction that have and are emerging from biological and sociocultural constructivism, phenomenology and holism.

**EDSE 723 Seminar in Facilitating Personal and Professional Development in Special Education (3)**

Assist learners with development of the skills and knowledge necessary to function as special educators who effectively interact with diverse students, teachers, administrators and parents.

**EDSE 727 Seminar in Exceptionalities (3)**

Investigation of the issues and trends in education of students with exceptionalities. Focus on research, curriculum and instructional strategies.

**EDSE 728 Seminar in Professional Writing (3)**

To develop an understanding of the importance of and the procedures involved in professional writing, with emphasis on writing grant applications for the United States Department of Education.

**EDSE 729 Apprenticeship in Special Education (1-4)**

Consent of instructor. Jointly defined experiences on campus in intensive mentor/apprenticeship project; participating in all aspects of inquiry, administration, or university teaching from planning through dissemination/publication. Repeatable, maximum of 12 credits, under different subtitles.

**EDSE 730 Externship in Special Education (1-12)**

Consent of Instructor. Supervised program of participation in a variety of settings outside the University that serve exceptional persons. The externship requires an individually arranged field experience. Repeatable, maximum of 12 credits, under different subtitles.

**EDSE 731 Topical Seminar in Special Education (3)**

Course content differs to ensure flexibility promoting cutting-edge knowledge. Faculty share expertise in depth. Students select from offerings to individualize program and utilize wide variety of methods of inquiry. Repeatable, maximum of 15 credits, under different subtitles.

**EDSE 797 Doctoral Proposal Research (1-4)**

Permission of major advisor. Required of all doctoral students. A student must earn 4 hours of credits as a partial fulfillment of requirements for all doctoral degrees before admission to candidacy. S/U graded. Repeatable, maximum of four credits.

**EDSE 799 Doctoral Dissertation (1-12)**

Permission of major advisor. Required of all doctoral candidates. A student must earn 12 hours of credit for the dissertation as a partial fulfillment of requirements for any doctoral. S/U graded. Repeatable, no limitations.

**EDSE 999 Graduate School Continuous Registration (1)**

To permit a graduate student to continue making progress in a degree program. S/U graded. Repeatable, no limitations.

**EED — ENGLISH EDUCATION****EED 301 Beginning Tutoring Strategies for Composition (1)**

Sophomores or above. Consent of instructor. After training in tutoring strategies, participants will spend 30 class hours assisting in a composition class or writing laboratory to prepare for clinical and student teaching.

**EED 302 Advanced Tutoring Strategies for Composition (2)**

Prerequisite: EED 301. Sophomores or above. Consent of instructor. Additional tutor training. 50 class hours spent working closely with a faculty mentor, tutoring in a composition class/writing laboratory.

**EED 308 Workshop in Teaching (1)**

Prerequisite: 3.0 GPA. Concurrent enrollment: 300- or 400-level ENG course. Discussion of pedagogical methods for presenting literature and writing content. Repeatable under different subtitles, maximum of 3 credits.

**EED 341 Methods and Materials for Teaching Language and Composition in the Secondary School (3)**

Prerequisites: EDFE 120 or EDFE 125 and 3.0 GPA. Content covers the writing process, composition theory, language and writing development in grades 7-12 with an emphasis on the teaching of writing.

**EED 342 Methods and Materials for Teaching Language and Composition in the Elementary School (3)**

Content covers the writing process, writing-to-learn, and language and writing development at the elementary level.

**EED 402 Methods for Teaching Literature in Secondary Schools (3)**

Prerequisite: EDFE 120 or EDFE 125 and 3.0 GPA. Prerequisite to student teaching. Selection of literature for young adults, use of media, curriculum and classroom organization, standards-based education, assessment and evaluation in a secondary school program.

**EED 502 Methods for Teaching Literature in Secondary Schools (3)**

Prerequisites: Enrollment as post baccalaureate student or a graduate student. Selection of literature, use of media, curriculum and classroom organization, standards-based education, assessment and evaluation in a secondary school program. In addition, students will address the introduction of critical theories of literature in the secondary classroom.

**EED 508 Workshop (1-3)**

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

**EED 541 Methods and Materials for Teaching Language and Composition in the Secondary School (3)**

Prerequisites: EDFE 120 or EDFE 125 and 3.0 GPA. Content covers the writing process, composition theory, language and writing development in grades 7-12, with an emphasis on the teaching of writing.

**ELPS — EDUCATIONAL LEADERSHIP AND POLICY STUDIES****ELPS 513 Professional Renewal (1-3)**

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded. Repeatable, under different subtitles.

**ELPS 601 Leadership Development Through Inquiry (3)**

Experiences help students understand the nature of leadership and the importance inquiry plays in creating, using, and acquiring knowledge.

**ELPS 603 Shaping Organizations: Management and Leadership in Education (3)**

Introduces students to qualities of effective leadership and management; organizational skill development; organizational behavior; and change in organizations.

**ELPS 604 Understanding People: Professional Development and Educational Leadership (3)**

The fundamentals of working with people in educational organizations is reviewed. Emphasis is on adult learning, communications and working in teams, and personnel issues.



**ELPS 605 External Environments: Social, Political, and Economic Influences in Educational Leadership (3)**

External influences on policies, curriculum and operations, including demographics, diversity, governance, partnerships, integrated service delivery for children and families, sources of revenue, budgeting and accountability.

**ELPS 606 Internship in Educational Leadership (1-9)**

Involves part-or full-time leadership assignments in educational organizations. S/U graded. Repeatable, no limitations.

**ELPS 608 Issues in Educational Leadership: Implications for Practice (3)**

Consent of instructor. Multiple perspectives will be used to review and analyze critical past issues and current educational dilemmas. Focus on solution strategies and their impact on practice.

**ELPS 622 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**ELPS 650 School Finance and Budgeting (3)**

Examines economics and politics of education, revenues for school systems, principles of taxation, conflicts between equality and efficient goals and local state and federal policies for education.

**ELPS 651 School Business Management (3)**

Develops understanding of problems and procedures of such management functions as transportation, property control, food services, facility maintenance, purchasing, insurance and investments. Provisions for applications of technology to financial management.

**ELPS 654 Instructional Leadership and Supervision (3)**

Examine the school leader's role supervising the teaching and learning process. Focus on curriculum development, instructional improvement, and developing capacity of others to become curricular and instructional leaders.

**ELPS 660 Law and the Administrator (3)**

Relate statutory provisions, court decisions, common law principles and constitutional requirements to legal problems affecting organization and administration of public and private school systems.

**ELPS 662 Design and Delivery of Professional Development (3)**

Explores the planning, delivery, and evaluation of professional development activities for adults. Emphasizes practical aspects such as needs identification and learning transfer. Course outcomes include creating a professional development program.

**ELPS 665 Policy Analysis and Development (3)**

Study standard techniques for analyzing, evaluating and developing policies for educational systems and organizations, with special attention to contemporary policy issues.

**ELPS 666 Planning and Change in Education (3)**

Consent of instructor. Understand planning and change theories; strategic planning development; particular emphasis on restructuring educational environments.

**ELPS 667 Leadership at the District Level (3)**

Study the leadership responsibilities of school district administrators, with special emphasis on the knowledge, skills, and values needed by effective superintendents.

**ELPS 670 The Principalship: Leadership at the School Site Level (3)**

Examine leadership and management issues of building principals, instructional leadership and problems facing principals at the site level.

**ELPS 695 Practicum in Educational Leadership (1-3)**

Consent of instructor. Enables students to engage in a particular task/activity in educational leadership in one or more field sites. S/U graded. Repeatable, no limitations.

**ELPS 751 Doctoral Core I (6)**

Consent of instructor. Team-taught seminar focusing on teambuilding and group processing, inquiry and reflective practice, and moral and ethical dimensions of leadership. Extensive attention given to developing scholarly writing skills.

**ELPS 752 Doctoral Core II (6)**

Prerequisite: ELPS 751 or consent of instructor. Continued doctoral study in educational leadership and policy. Team-taught seminar exploring the nature of organizations, leadership and policy through readings, group discussions, and a collaborative research project.

**ELPS 754 Research in Educational Leadership (3)**

Prerequisites: ELPS 751, ELPS 752, SRM 602 or consent of instructor. Classic and contemporary published quantitative and qualitative studies on organizations, leadership and policy studies are used to analyze research strategies and tactics.

**ELPS 797 Doctoral Proposal Research (1-4)**

Prerequisites: ELPS 751, ELPS 752. To enable advanced doctoral students to learn the essential elements of effective research proposals and to develop analytic skills needed to critique other research. S/U graded. Repeatable, maximum of four credits.

**ELPS 799 Doctoral Dissertation in Educational Leadership and Policy Studies (1-12)**

Prerequisite: ELPS 797. Approval of research advisor required. Complete research of a major problem in educational leadership and policy. Must earn total of 12 hours of credit. S/U graded. Repeatable.

**ELPS 999 Graduate School Continuous Registration (1)**

To permit a graduate student to continue making progress in a degree program. S/U graded. Repeatable, no limitations.

**ENG — ENGLISH****ENG 122 College Composition (3)**

Introduces different modes of expository writing with an extensive review of mechanics. Emphasis on full and logical development of thesis, use of both personal and academic styles and clear organization. (LAC, gtP)

**ENG 123 College Research Paper (3)**

Prerequisite: ENG 122. Instruction in diction, style, logical analysis, research techniques and organization of college-level research papers. (LAC, gtP)

**ENG 131 Introduction to Literature (3)**

The study of selected poetry, plays and works of fiction with an emphasis on developing skills in analysis, interpretation and critical thinking. (LAC, gtP)

**ENG 195 Introduction to the Discipline of English (3)**

Study of a specific topic designed to train students in the writing and research skills integral to the discipline of English. Repeatable for up to 6 credits under different subtitles.

**ENG 204 Literature About Childhood and Adolescence (3)**

The concept of childhood and adolescence in the writing of British and American authors, with emphasis on the ideas of innocence and initiation.

**ENG 211 Survey of American Literature (3)**

Prerequisite: ENG 122. Study of American Literature from its beginning to the present. Emphasizes the cultural, historical appreciation of selected representative works and contribution of the literature to contemporary life and thought. (LAC, gtP)

**ENG 213 Survey of British Literature I (3)**

Prerequisite: ENG 122. Chronological survey of English literature from the Anglo-Saxon period through the 18th century. This literature will be considered from various perspectives, but with constant attention to its historical context. (LAC, gtP)

**ENG 214 British Literature II (3)**

Prerequisite: ENG 122. Survey of British literature from the Romantic Period to the present. Emphasizes close reading of selected major works in historical context. (LAC, gtP)

**ENG 225 Communications on a Theme (3)**

Prerequisite: ENG 122. Topics for writing chosen from ideas of historical influence and/or contemporary problems. Repeatable, may be taken two times, under different subtitles. (LAC, gTP)

**ENG 227 Technical Writing (3)**

Prerequisite: ENG 122. Analysis of sentence structure, order of presentation and use of illustration in writing essential for the technician, engineer, scientist, with emphasis on arranging and stating information clearly.

**ENG 236 Ethnic American Literature (3)**

Prerequisite: ENG 122. Introduce themes and ideas in ethnic American literature by studying representative authors of one or more U.S. ethnicities. Repeatable, under different subtitles. (LAC, gTP)

**ENG 238 Introduction to Folklore (3)**

The study of tales, legends and other lore passed on orally or by customary example in groups bound by common background or experience. Subtitle may indicate specific group or groups. Repeatable, maximum of six credits, under different subtitles.

**ENG 239 Topics in Women's Literature (3)**

Investigation, from a feminist perspective, of writing by or about women. Figures, nationalities, genres and periods will vary with subtitles. Repeatable, maximum of nine credits, under different subtitles.

**ENG 240 Introduction to Creative Writing (3)**

Introduction to techniques in writing fiction, poetry, or in theatre, film and television. Repeatable, maximum of nine credits, under different subtitles.

**ENG 262 Masterpieces of World Literature (3)**

Study of the riches of world literature in translation. Course content will be designated by one of the following subtitles: Continental Masterpieces, Masterpieces of Russian Literature, Masterpieces of the Orient. Repeatable, maximum of nine credits, under different subtitles. (LAC, gTP)

**ENG 303 The Essay (3)**

Prerequisite: ENG 122, ENG 123 or equivalent. An in-depth study of essay modes, structures, and themes in which theory and observation are supplemented with practice as students read and write essays on topics of their choice.

**ENG 308 Workshop in English (1-9)**

A series of specialized English topics. Subject matter may deal with any area of English or English Education. Subtitle will indicate course content. Repeatable, maximum of nine credits, under different subtitles.

**ENG 312 Shakespeare in Context: Histories and Comedies (3)**

Prerequisite: ENG 122. An in-depth study of Shakespeare's histories and comedies, as well as relevant plays, poetry and prose by contemporary authors. Includes background on literary and theatrical history, and recent criticism.

**ENG 313 Shakespeare in Context: Tragedies and Romances (3)**

Prerequisite: ENG 122. An in-depth study of Shakespeare's tragedies and romances, as well as related plays by his contemporaries. Includes background on literary and theatrical history, and recent criticism.

**ENG 314 Shakespeare in Context: Poetry (3)**

Prerequisite: ENG 122. An in-depth study of Shakespeare's non-dramatic works, as well as related poetry by his contemporaries. Includes background on literary history and recent criticism.

**ENG 318 Traditional and Modern Grammars (3)**

Describes English as treated by traditional grammarians, structuralists and transformationalists. Topics range from word classes, tense and voice, to operations and processes underlying modern grammar.

**ENG 319 The Art of Persuasion (3)**

Prerequisites: ENG 122 and ENG 123 or equivalent. This advanced writing course is designed to help students study and employ rhetorical concepts that will enable them to write persuasively in a variety of contexts.

**ENG 320 History of the English Language (3)**

Students will study the history of English from its origins as a Germanic and Indo-European language to the present, with special focus on historical development of modern English varieties.

**ENG 325 Studies in Fantasy and Science Fiction (3)**

Different approaches to the literature of wonder, including concentration on a particular writer, a theme such as women in science fiction, or a historical study of the genre.

**ENG 335 World Literature By and About Women (3)**

The contributions of important early and modern women writers. Novels, plays and poetry or short stories of world writers will be studied.

**ENG 336 European Immigrant Literature (3)**

Prerequisite: ENG 122. Study of late nineteenth- and twentieth-century literature by and about European immigrants to the U.S. Also an introduction to theories of ethnicity and literature in the U.S.

**ENG 337 Chicana/o Literature and Theory (3)**

Prerequisite: MAS 100 and MAS 110 or ENG 236. In-depth study of contemporary Chicana/o literature and theory. Course will be thematic and will focus on the disciplinary and cultural connections between the literary, the aesthetic, and the theoretical.

**ENG 338 The Bible as Literature (3)**

Prerequisites: Intermediate Writing and ENG 131. Study and interpretation of biblical texts, including sections from Hebrew, Christian, and Apocryphal scriptures, using cultural, historical, and literary hermeneutics.

**ENG 340 Creative Writing - Advanced (3)**

Prerequisite: ENG 240 in the appropriate subtitle or equivalent. Subtitles: Poetry, Fiction, Drama. Repeatable, maximum of nine credits, under different subtitles.

**ENG 345 Literary Theory and Criticism(3)**

Study of literary works through a variety of approaches such as sociological, psychological, deconstructionist and other contemporary theories.

**ENG 346 Chicana/o Theory (3)**

Prerequisites: MAS 100 or ENG 345. An in-depth study of issues and topics in Chicana/o theory and related fields. May focus on specific periods, specific issues, and/or specific authors. Repeatable, may be taken two times, under different subtitles.

**ENG 347 Cultural Theory (3)**

A historical survey of the development of cultural studies. The investigation of "culture" as a symbolic practice, and the various critical methodologies used to interpret cultural "texts."

**ENG 349 Old English, 700-1200 (3)**

Prerequisites: ENG 195 or its equivalent. This course is designed to introduce students to the literature and language of the Anglo-Saxon period. Some works will be read in translation and some in Old English.

**ENG 350 Middle English, 1200-1485 (3)**

Prerequisites: ENG 195 or its equivalent. This course is designed to introduce students to the literature and language of the Middle English period. Some works will be read in translation and some in Middle English.

**ENG 351 The Tudor Period, 1485-1603 (3)**

Prerequisites: ENG 195 or its equivalent. Selected works from 1485 to 1603, including More, Wyatt, Sidney, Spenser, Marlowe, and Shakespeare. Course will focus on humanism, the Protestant Reformation, and the development of English theater.

**ENG 352 The Stuart Period, 1603-1714 (3)**

Prerequisites: ENG 195 or its equivalent. Selected works from 1603 to 1714, including Donne, Shakespeare, Jonson, Hobbes, Milton, Dryden, and Behn. Course will focus on English colonialism, the Civil War, and emerging women's voices.

**ENG 353 The Eighteenth Century, 1714-1789 (3)**

Prerequisites: ENG 195 or its equivalent. Selected works from 1714 to 1789, including Pope, Swift, Richardson, Fielding, Gay, Haywood, Lady Mary Wortley Montagu, Mary Collier, Gray, Cowper, Mary Leapor, Burke, Anna Barbauld, Equiano, Charlotte Smith, Boswell, Johnson. Focus on satire, early novel, and emerging women's voices.

**ENG 354 British Romanticism (3)**

Prerequisite: ENG 195 or its equivalent. British poetry and prose of the late-eighteenth and early nineteenth century.

**ENG 355 Victorian Prose and Poetry (3)**

Prerequisite: ENG 195 or its equivalent. A study of the major Victorian writers and their themes. Special emphasis upon intellectual currents of the nineteenth century as reflected in poetry and prose.

**ENG 356 Twentieth Century British Literature (3)**

Prerequisites: ENG 195 or its equivalent. Selected reading from authors such as Shaw, Joyce, Woolf, Yeats, Thomas, Lessing and Fowles to bring out themes and intellectual currents of the twentieth century.

**ENG 370 Colonial American Literature, 1492-1800 (3)**

Prerequisites: ENG 195 or its equivalent. This course provides a survey of early American literature from the age of exploration through the American Revolution.

**ENG 371 Antebellum American Literature, 1800-1865 (3)**

Prerequisites: ENG 195 or its equivalent. This course examines major movements in literature and culture in the decades leading up to the Civil War. Major authors will include Irving, Emerson, Thoreau, Fuller, Douglass, Whitman, & Dickinson.

**ENG 372 American Realism and the Making of America (3)**

Prerequisites: ENG 195 or its equivalent. This course examines major movements in literature and culture in the decades between 1865 and 1900 focusing on American realism and the making of America.

**ENG 373 American Modernism and the Crisis of Representation (3)**

Prerequisites: ENG 195 or its equivalent. A study of Modernism and Postmodernism in twentieth-century American literature, with particular emphasis on innovations in literary form.

**ENG 374 American Diaspora and Globalization (3)**

Prerequisites: ENG 195 or its equivalent. This course provides a survey of late nineteenth through early twenty-first century American literature focusing on the themes of globalization and diaspora.

**ENG 402 The Short Story (3)**

Prerequisites: ENG 195 and ENG 345. Analysis of modern short stories.

**ENG 403 Techniques of the Novel (3)**

Prerequisites: ENG 195 and ENG 345. A study of seven or eight important English and American novels to show different techniques used to reveal the novelists' artistic insight.

**ENG 410 Seminar in Literary History I (3)**

Prerequisites: ENG 195 or its equivalent. This course is designed to tie together the various strands of English and American literature through an extended survey of key works of literature, historical periods, and literary themes from the beginnings to 1800.

**ENG 411 Seminar in Literary History II(3)**

Prerequisites: ENG 195 or its equivalent. This course is designed to tie together the various strands of British and American literature through an extended survey of key works of literature, historical periods, and literary themes from 1800 to the present.

**ENG 414 Greek and Comparative Mythology (3)**

Greek myths as an important source of literary allusion and imagery and as a comparative vehicle to show what is common to all mythologies.

**ENG 419 English Linguistics (3)**

A survey of general linguistics as applied to the history of the English language. Includes vocabulary and dictionary study, regional and social dialects, semantics and pragmatics, childhood acquisition of language.

**ENG 420 Special Topics in Creative and Professional Writing (3)**

Prerequisites: ENG 195 and ENG 319. Study of language choices in a wide variety of texts that meet specific rhetorical situations. Repeatable, maximum of nine credits, under different subtitles.

**ENG 422 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**ENG 430 Advanced Studies in World Literature, Folklore, or Mythology (3)**

Prerequisites: ENG 195 and ENG 345. This course asks students to engage critically with primary and secondary texts in World Literature, Folklore, or Mythology. Repeatable, maximum of nine credits, under different subtitles.

**ENG 440 Literary/Arts Magazine Editing and Production Practicum (3)**

Prerequisites: ENG 240 and ENG 340. Advanced creative writing workshop with readings in contemporary literary/ arts magazines, and a practicum in editing and producing UNC's literary/arts magazine online, which publishes undergraduate creative writing and art.

**ENG 441 Colloquium in Literature (3)**

Prerequisites: ENG 195 and ENG 345. Intensive focus on a critical and/or literary problem, discourse, or theme. Repeatable, maximum of nine credits, under different subtitles.

**ENG 492 Writing Internship (1-3)**

Prerequisites: ENG 122 and consent of writing minor program director. One semester of full-time work in professional writing in public or private agencies, such as state government offices, publishing companies, newspapers, magazines, advertising agencies or related organizations. Repeatable up to a maximum of three credits.

**ENG 495 Advanced Cultural Studies (3)**

Prerequisites: ENG 345 or ENG 347. An intensive study of one particular cultural phenomenon from a variety of critical perspectives. Repeatable, maximum of six credits, under different subtitles.

**ENG 497 Senior Seminar (3)**

Juniors or above. Detailed investigation of a specific author, period, text, or topic in literary studies, composition and rhetoric, or linguistics. Substantial research and at least one oral presentation required. Repeatable, under different subtitles.

**ENG 508 Workshop (1-3)**

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

**ENG 510 Advanced Placement Program-English (1-3)**

Consent of Instructor. A course designed to provide content and pedagogical information related to the teaching of writing and literature in the secondary school English advanced placement program. S/U graded. Repeatable, no limitations.

**ENG 513 Professional Renewal (1-4)**

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded. Repeatable, under different subtitles.

**ENG 530 Advanced Studies in World Literature (3)**

An investigation of a theme, form or problem that cuts across periods and nationalities. Repeatable, under different subtitles.

**ENG 593 The Rocky Mountain Writing Project (6)**

Consent of instructor. Teachers teaching teachers about writing to extend their knowledge in theory and practice and to prepare them as writing consultants. Open to K-12 teachers in all disciplines. S/U graded. Repeatable, maximum of 12 credits.

**ENG 594 Practicum in the Teaching of College Composition (3)**

Consent of instructor. Train new teaching assistants in School of English to teach college level composition to UNC students.



**ENG 600 Introduction to Graduate Study (3)**

An orientation to graduate study in general and the nature and methods of research in particular. Should be taken during the first semester of graduate work.

**ENG 622 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**ENG 623 Old English (3)**

Students will study the language and literature of Anglo-Saxon England, translating important historical and literary documents in prose and poetry, including works by Alfred, Aelfric, and others.

**ENG 624 Middle English (3)**

An introduction to Middle English literature. Authors considered may include Chaucer, Langland, Kempe, and the Pearl poet. Readings may include drama, narrative poetry, lyric poetry, narrative prose and devotional literature.

**ENG 625 Studies in the Renaissance (3)**

A survey of selected Renaissance texts, including works by Spenser, Shakespeare, Donne, and Milton. Emphasis on historical contexts and recent criticism, including new historicist, feminist, psychoanalytic, and queer approaches.

**ENG 626 Studies in the Restoration and Eighteenth Century (3)**

Representative poetry, prose, and/or drama in England from 1660-1789, including such writers as Dryden, Behn, Astel, Finch, Pope, Swift, Defoe, Fielding, Boswell, Johnson, Gray, Equiano, Barbauld, Wycherley, and Congreve.

**ENG 627 British Romantic Literature (3)**

British Literature, 1780-1835, with emphasis on poetry, the novel, and non-fiction prose. Central issues include the Romantic poetic, the French Revolution, and the growth of the English nation.

**ENG 628 Studies in the Victorian Period (3)**

British literature from 1832-1900, with primary focus on prose fiction, non-fiction, and poetry. Emphasis on the intellectual currents of the period as reflected in the literature of the age.

**ENG 629 20th Century British Literature (3)**

Studies in British literature of the twentieth century, with primary focus on diction, poetry, and non-fiction prose. Emphasis on cultural and intellectual influences on the literature of the era.

**ENG 630 American Literature to the Civil War (3)**

American literature from 1590-1865, with primary focus on prose fiction, non-fiction, and poetry. Emphasis on New-and Old-World cultures and the contribution of writing in the creation of cultures.

**ENG 631 Studies in American Literature Civil War to WWI (3)**

Seminar in ideas and representative authors during the late 19th and early 20th centuries. An examination of both the intrinsic literary quality of selected texts and their sociopolitical, historical, and cultural contexts.

**ENG 632 American Literature WWI to Present (3)**

Studies in American literature 1914 to the present, with primary focus on fiction, poetry, and non-fiction prose. Emphasis on cultural and intellectual influences on the literature of the era.

**ENG 633 Studies in Linguistics (3)**

Seminars in various topics ranging from the evolution of English from its beginnings to dialectology, semantics, stylistics and psycholinguistics. Repeatable, maximum of nine credits, under different subtitles.

**ENG 634 Studies in World Literature (3)**

Seminars in writers or works in translation to illustrate generic, thematic, national, or cultural approaches to world literature. Repeatable, maximum of nine credits, under different subtitles.

**ENG 638 Literary Criticism and Theory (3)**

Prerequisite: ENG 600. Historical survey of different theoretical approaches to literary and cultural criticism and pedagogy, including classical, renaissance, and eighteenth-century movements. Emphasis on twentieth-century schools.

**ENG 639 Colloquium in Literature (3)**

Seminars in various topics (e.g., the tragic hero, alienation, the experimental novel) related in form and/or idea and drawn from American, British or World literature in translation. Repeatable, maximum of nine credits, under different subtitles.

**ENG 640 History and Theory of Rhetoric (3)**

Readings in selected rhetoricians, including Plato, Aristotle, Augustine, Erasmus, Ramus, Bacon, Montaigne, Campbell, Blair, Bakhtin, Richards, Gates, Cixous, Kristeva.

**ENG 641 Studies in Composition Research and Pedagogy (3)**

Reading in composition theory and pedagogy, including expressivist, cognitive, historical, rhetorical, social epistemic, discourse, and cultural studies.

**ENG 642 Film Theory and Analysis (3)**

This seminar explores major debates and developments in film theory from the 1920s to recent decades. Theories are illustrated with the technical and aesthetic analysis of specific films.

**ENG 697 MA or Creative Project (3)**

Consent of Instructor. Select MA project, a journal-appropriate research paper of 30-50 pages., or creative project (collection of poems, short stories, or novel chapters). Proposal approval by advisor and public presentation (faculty/students) required.

**ENST — ENVIRONMENTAL STUDIES****ENST 100 Introduction to Environmental Studies (3)**

Explore the nature of environmental problems and gain an overall understanding of the complexity of these problems. (LAC, gtp)

**ENST 205 Environment, Politics and Law (3)**

Analysis of the causes and proposed solutions of environmental problems and of environmental issues and their political resolution.

**ENST 215 Human Behavior and Environment (3)**

Prerequisite: ENST 100 recommended. Examine interrelationships between human behavior and the environment. Review personal, social and structural dimensions of everyday life relating to the environment. Understand environmental problems and consider alternative behavior models.

**ENST 225 Energy and the Environment (3)**

Study past, present and future methods of energy production and limitations imposed by the laws of physics. Discuss applications to transportation, home and industry. Taught by the Physics department. (LAC, gtp)

**ENST 235 Chemistry and the Environment (3)**

Study the chemistry of natural waters, the atmosphere, and geosphere and the chemicals used for agriculture, industry, home, and energy production that pollute them. (LAC, gtp)

**ENST 255 Atmospheric Environment of Humans (3)**

Air pollution and temperature inversions, global circulation of pollutants, acid rain, human impact on the ozone layer, carbon dioxide and climatic change, nuclear winter and other climate/human relationships.

**ENST 265 Conservation of Natural Resources (3)**

Learn the characteristics of the major natural resources and the scientific basis behind current resource use practices. The environmental consequences of their use and abuse will be emphasized.

**ENST 291 Ecological Commerce (3)**

Use case studies to explore a general overview of commerce, economics, and business as it relates to the environment and human interactions.

**ENST 331 Global Population and Human Needs (3)**

Demographic perspective on human populations. Introduction to population processes of fertility, mortality, migration. Analysis of global patterns of demographic processes and the relation of culture to population growth and decline.

**ENST 335 Environmental and Resource Economics (3)**

Prerequisite: ECON 205. Students will examine the strengths and weaknesses of economic theory in analyzing the seriousness of resource and environmental issues facing society.

**ENST 355 Introduction to Environmental Health (3)**

Discussion of the relationships of environmental pollution to the ecosystem and health of humans. Analyze major areas of environmental pollution: water, air, solid wastes, pesticides, radioactive wastes and population.

**ENST 375 Literature and the Environment (3)**

Explore human relationships with nature writing from various periods and cultures. Economic, scientific, philosophic and religious attitudes emerge from attitudes about nature. Do these influence human treatment of natural things?

**ENST 380 Sustainable Living (3)**

Examine the sustainability of contemporary living patterns. Explore alternative approaches to meeting transportation, domestic power and heating, food production and waste disposal needs on the personal and community levels.

**ENST 385 Art and the Environment (3)**  
Investigate and participate in the process of art as it relates to the different environments of human existence.

**ENST 405 Senior Seminar (3)**

Discuss current environmental issues in depth and in detail, on the basis of student background, library resources, interviews and guest speakers. Individuals and small groups analyze and present problems.

**ENST 422 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**ENST 492 Internship in Environmental Studies (4-15)**

Permission of ENST coordinator. Practical experience and training in areas related to the environment. Credit hours and nature of experience arranged individually. Repeatable, maximum of 15 credits.

**ENST 508 Workshop (1-3)**

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

**ENST 509 Advanced Placement Environmental Sciences/Studies (2)**

Consent of Instructor. Topics in Environmental Sciences/Studies and pedagogy related to establishment and maintenance of an environmental science advanced placement program. S/U graded. Repeatable, no limitations.

**ENST 513 Professional Renewal (1-3)**

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded. Repeatable, under different subtitles.

**ENST 515 Sustainable Solutions to Environmental Problems (3)**

Examine the structural and functional relationships of the environment with emphasis on present and long-term problems, and understand the validity of solutions for environmental sustainability.

**ESCI — EARTH SCIENCES****ESCI 265 Earth Science Concepts for Elementary Teachers (3)**

(2 lecture, 2 laboratory) An investigation of basic concepts in the Earth Sciences through lecture, discussion and laboratory investigations. This course is ideal for those seeking elementary teacher certification. (LAC, gtP)

**ESCI 492 Earth Science Internship (1-15)**

Consent of instructor. Internship in a public agency or private firm to provide professional experience under the supervision of an area specialist. S/U graded. Repeatable, maximum of 15 credits.

**ESCI 497 Undergraduate Research (1-4)**

Consent of instructor. Original research in the earth sciences conducted under the guidance of a faculty advisor. Results of the investigation are to be presented both in a written report and orally. Repeatable, maximum of six credits. ESCI 550 Strategies in Teaching in Earth Sciences (1)

**ESCI 575 Earth Systems Science Education (1-6)**

A variable content course covering integrated science content and pedagogy from the following: atmosphere (air), biosphere (life), hydrosphere (water), and/or lithosphere (land/rock). Repeatable, under different subtitles.

**ESCI 584 Earth Sciences Field Experiences (1-15)**

Consent of instructor. Field studies in astronomy, geology, meteorology and/or oceanography, usually preceded by on-campus orientation. Schedule of classes lists specific area and topic to be investigated when course is offered. Repeatable under different subtitles. Field trip required.

**ESCI 599 Seminar in Earth Sciences (1)**

Consent of instructor. Invited speakers, including graduate students, faculty and guests, present current earth science research topics in seminar format. Required of graduate students all semesters they are in residence at UNC. S/U graded. Repeatable, no limitations.

**ESCI 600 Introduction to Earth Science Research (2)**

Consent of instructor. Nature and methods of research in the earth sciences. Development of research proposal that will provide the basis for thesis or graduate research project. Required of all first year Earth Sciences graduate students.

**ESCI 605 Global Change (3)**

Prerequisite: 8 hours graduate level science. An online, problem-based course in which students conduct data analysis on climate variability, modeling, and Earth system impacts and apply results to societal issues.

**ESCI 695 Special Topics in Earth Sciences (2)**

Consent of instructor. Faculty and students select an earth sciences topic for intensive study beyond the scope of existing departmental course offerings. Repeatable, under different subtitles.

**ESCI 697 Graduate Research (1-6)**

Consent of instructor. Qualified graduate students select and research a problem and present professional quality written report. Repeatable, maximum of six credits.

**ESCI 699 Thesis (1-6)**

Intensive study of selected earth sciences topic under the direction of student's graduate studies committee. S/U graded. Repeatable, no limitations.

**ESL — ENGLISH AS A SECOND LANGUAGE****ESL 051 Writing for Foreign Students I (6)**

Intermediate. Assist international students with language skills in the areas of reading, writing, listening and speaking. Continuing Education course; no credit. Repeatable.

**ESL 052 Writing for Foreign Students II (3-6)**

Advanced. Assist international students with language skills in the areas of reading, writing, listening and speaking. Continuing Education course; no credit. Repeatable.

**ET — EDUCATIONAL TECHNOLOGY****ET 100 Computer Applications for Composition (1)**

Taken concurrently with composition classes. Word processing, graphics and stylistic analysis applications to improve student's writing process. Includes CAI tutorials and tests.

**ET 247 Technology in Education for Elementary Teaching (1)**

Instruction and practice using a variety of technology tools. Focus on the application of these tools (intellectual freedom, critical viewing skills, technology access and equity) within the elementary classroom.

**ET 249 Technology in Education for Secondary Teaching (1)**

Instruction and practice using a variety of technology tools. Focus on application of these tools (intellectual freedom, critical viewing skills, technology access and equity) within the secondary classroom.

**ET 347 Educational Technology Applications for Elementary Teaching (1)**

Prerequisite: ET 247. Provisional or full admittance to PTEP required. Sophomores or above. Integration of various instructional delivery systems within teaching. Content-specific and elementary applications of computing, video, print, hypermedia and multimedia, telecommunications technologies and issues relevant to the elementary education community.

**ET 349 Educational Technology Applications for Secondary Teaching (1)**

Prerequisite: ET 249. Full admittance to PTEP required. Sophomores or above. Integration of various instructional delivery systems within teaching. Content-specific and secondary applications of computing, video, print, hypermedia and multimedia, telecommunications technologies and issues relevant to secondary education.

**ET 422 Directed Study (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**ET 425 Computer Applications (3)**

Course content includes spreadsheets, word processing, data base, presentation software, communication software, graphics and content specific software applications. S/U graded.

**ET 500 Introduction to Instructional Design and Technology (3)**

This is a survey course examining the broad field of educational technology, with an emphasis on both K-12 settings and corporate/business environments.

**ET 501 Introduction to Applications of Educational Technology (3)**

Instruction and practice with computer systems, video and other technological tools. Applications include word processing, spreadsheets and presentation software. Visual and information literacy skills and copyright trends are addressed.

**ET 502 Instructional Design (3)**

Covers a systematic process of design for determining instructional content and creating effective, efficient, and appealing self-paced instruction.

**ET 503 Computers in Education (3)**

Prerequisite: ET 501 or permission of instructor. Instruction for intermediate to advanced applications of current computer-based technologies. Introduction to a variety of other technology related topics with an emphasis on educational applications and integration.

**ET 504 Instructional Materials Design (3)**

Procedures for designing and developing instructional materials. Includes scripting and production specifications for graphic, audio, slide/tape and/or video formats.

**ET 513 Professional Renewal (1-3)**

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded. Repeatable, under different subtitles.

**ET 524 Design of Computer Assisted Instruction (3)**

Prerequisite: ET 503. A study of the design and development of computer assisted instruction, introducing both authoring system and general purpose programming language paradigms.

**ET 533 Information Literacy & Reference (3)**

Study research-based instructional strategies and process models to teach information literacy and information skills in elementary and secondary school libraries.

**ET 535 School Library Administration and Leadership (3)**

Learn the essentials of organizing and administrating school libraries in elementary and secondary schools.

**ET 538 Selection, Evaluation, & Utilization of Library Materials & Cataloging (3)**

Designed to provide an overview of the processes and procedures required to successfully develop, maintain, and evaluate a collection program of print and non-print materials in a school library.

**ET 601 Managing People, Projects, and Technology Systems (3)**

Prerequisites: ET 502, ET 503. For teachers of technology skills in diverse environments (public schools to corporations). Topics include instructional design, theories, strategies, ethics and interpersonal skills for effective and appealing learning environments.

**ET 602 Performance Technology for Instructional Environments (3)**

Prerequisite: ET 502. Application of contemporary methods of assessment, design, development, implementation and evaluation of instructional courses, programs and systems.

**ET 604 Computer Graphics and Visual Literacy (3)**

In this course you will apply principles of human learning, perception, and motivation to the design and production of visual materials to support learning and performance.

**ET 613 Design of Distributed Learning Environments (3)**

Provides students with knowledge and experiences in designing, developing and delivering e-learning courses. Using instructional design principles as a foundation, the course covers the fundamental elements that make web based instruction effective.

**ET 615 Distance Education: Theories and Practice (3)**

Includes an overview of distance education foundations (design and assessment), application and implementation (interactivity and hypermedia design), and management issues (copyright, course management systems, and policy).

**ET 617 Development of Online Applications (3)**

Prerequisites: ET 502, ET 503 and ET 524; ET 613 or ET 615 strongly recommended. Focus on the design, development and implementation of interactive online network applications. Emphasis on instructional environments, application development necessary simulations, database development, evaluation. Secondary emphasis creating an ADA compliant online application.

**ET 622 Directed Study (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**ET 627 Design of Games and Simulations (3)**

Prerequisites: ET 503, ET 524 Design and development of computer-based games and simulations for education. In addition to exploring various tools, this course also will examine research and implementation issues related to various educational settings.

**ET 628 Design of Multimedia Learning Environments (3)**

Prerequisites: ET 503, ET 524. Investigation of the theory, implementation, practice, and research on interactive, computer based instructional systems including videodisk, videotape, digital video, CD-ROM, and image capture technologies.

**ET 650 Case Studies in Performance and Instructional Technology (3)**

Consent of Instructor required. Course uses a case study approach to the analysis, design, and evaluation of performance and educational environments.

**ET 692 Internship (3)**

Advisor's recommendation and permission of program director. Individual field experience in educational technology. Field experience and summative report format must be approved by advisor. S/U graded. Repeatable, no limitations.



**ET 693 Practicum (1-3)**

Supervised professional activity requiring a minimum of 10 hours per week. Develop project, product or technological device unique to the field. An approved end of semester project report is required. S/U graded. Repeatable, no limitations.

**ET 694 Elementary School Library Internship (1)**

Advisor's recommendation and permission. Individual field experience in secondary school libraries. Field experience and summative report format must be approved by advisor. S/U graded. Repeatable, no limitations.

**ET 695 Special Topics in Educational Technology (1-3)**

Consent of instructor. Scheduled on irregular basis. Explore special topics in Educational Technology. An appropriate subtitle will explain each course. Repeatable.

**ET 696 Secondary School Library Internship (1)**

Advisor's recommendation and permission. Individual field experience in secondary school libraries. Field experience and summative report format must be approved by advisor. S/U graded. Repeatable, no limitations.

**ET 702 Instructional Design Theory and Research (3)**

Prerequisite: ET 602. Includes examinations of theories underlying instructional design methods. Review and critique of basic and applied research bases is featured.

**ET 782 Doctoral Seminar in Educational Technology I (3)**

Prerequisite: ET 500. Investigation of the development, theory, and research bases of the field of Educational Technology.

**ET 784 Doctoral Seminar in Educational Technology II (3)**

Prerequisite: ET 782 Investigation of the development, theory, and research bases of the field of Educational Technology.

**ET 797 Doctoral Proposal Seminar (1-4)**

Design research proposals and conduct pilot studies to examine feasibility of proposed hypothesis. Summarize existing research, identify problems, develop hypotheses and justify selection of design components. S/U graded. Repeatable, maximum of four credits.

**ET 799 Doctoral Dissertation (1-12)**

Required of all doctoral candidates. Student must earn 12 hours of credit for the dissertation as partial fulfillment of requirements for all doctoral degrees. Repeatable, no limitations.

**ET 999 Graduate School Continuous Registration (1)**

To permit a graduate student to continue making progress in a degree program. S/U graded. Repeatable, no limitations.

**FL — FOREIGN LANGUAGES****FL 341 Methods of Teaching in the Secondary School (3)**

Prerequisite: EDFE 120. Prerequisite to student teaching. Emphasize teaching techniques, curriculum and classroom organization, testing and evaluation, procedures and materials, relationship of subject area to entire secondary program.

**FL 395 Special Topics (1-4 credits)**

Explore a special topic related to foreign language study. Conducted in English or in any language taught in the Department of Foreign Languages. Repeatable, under different subtitles.

**FL 400 Traditions in International Film (3)**

Research and discuss film in international and cross-cultural contexts, especially Western film in relation to ongoing European film traditions and theories. Conducted in English.

**FL 440 Methods of Teaching Foreign Languages in K-6 (3)**

Designed to prepare future foreign language teachers to teach at the kindergarten through sixth grade levels.

**FL 531 Teaching of Foreign Languages (2)**

Study problems in teaching at secondary and elementary school levels, content development for course of study, organization of learning materials, teaching procedures, testing and evaluating. Normally conducted in workshop format. Repeatable, under different subtitles.

**FND — FOOD, NUTRITION AND DIETETICS****FND 210 Medical Terminology (2)**

For students of any major. Terminology used in medical sciences. Development of medical vocabulary.

**FND 250 Principles of Nutrition (3)**

For students of any major. Investigation of the principles of nutrition as applied to humans. (LAC, gtP)

**FND 252 Nutrition in the Life Cycle (3)**

Prerequisite: FND 250 or FND 357. Nutrition applied to the various stages of life, from conception to the later years. Socioeconomic, psychological, physiological factors affecting food intake.

**FND 342 Food Science (4)**

(2 lecture, 2 laboratory) Prerequisites: FND 250 or FND 357. Study of the chemical and physical properties of food and the effects of processing and preparation, preservation and storage.

**FND 357 Nutrition in Health and Illness (4)**

Prerequisites: BIO 245. Basic nutrition concepts including individual nutrients and their association with disease states. Course is intended for nursing and other allied health professional students.

**FND 370 Nutrition Education and Application Strategies (3)**

Prerequisites: FND 252. Nutrition education and application strategies to enhance dietary change.

**FND 410 Professional Development Seminar (2)**

Dietetic majors only. Development of the dietetic profession. Examination of topics in nutrition and dietetics not covered in previous coursework. S/U graded.

**FND 420 Maternal and Child Nutrition (3)**

Prerequisite: FND 252. Developmental stages, nutrient requirements, appropriate diet and eating behaviors for children from conception through school age. Nutrition related conditions of children and nutrition for the pregnant and lactating woman.

**FND 422 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**FND 430 Nutrition Assessment and Intervention (3)**

(2 lecture, 1 laboratory) Prerequisites: FND 210, FND 252; grade of "C" or better (C- is not acceptable) in BIO 245 or BIO 350. Laboratory required. Nutrition assessment and intervention during acute and chronic disease. Theory and practical application presented.

**FND 431 Medical Nutrition Intervention (3)**

(2 lecture, 1 laboratory) Prerequisite: FND 430. Continuation of FND 430. Laboratory required. Nutrition assessment and intervention during acute and chronic disease. Theory and practical application presented.

**FND 446 Foodservice Systems Management (4)**

(3 lecture, 1 laboratory) Prerequisite: FND 252. Laboratory required. Systems approach applied to commercial and noncommercial food service facilities including: procurement, production, distribution, service and maintenance. Management of food service operations.

**FND 451 Advanced Nutrition (3)**

Prerequisites: FND 250 or FND 357; grades of "C -" or better in CHEM 281 and BIO 245 or BIO 350. Metabolic, physiological and biochemical functions of nutrients and sub cellular components and their role in maintaining the integrity of the organism.

**FND 452 Community Nutrition (3)**

Prerequisites: FND 250 or FND 357, and FND 252. Systematic analysis of community food and nutrition problems and programs. Role of public and private sectors in community health promotion.

**FND 455 Nutrition for Fitness and Athletic Performance (3)**

Prerequisite: FND 250 or FND 357. The study of nutrition principles as they apply to the promotion of optimal physical fitness and athletic

performance. Current research and evaluation of nutritional recommendations will be stressed.

**FND 508 Workshop (1-3)**

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

**FND 510 Foodservice Management (2)**

Intensive review course for students beginning their dietetic internship. Overview of relevant issues and critical problems concerning all levels of systems management and dietetic foodservice administration.

**FND 512 Medical Nutrition Therapy Skills (2)**

An overview with case practice of medical nutrition therapy for dietetic interns. Several topics are covered with an emphasis on clinical skills.

**FND 513 Professional Renewal (1-3)**

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded. Repeatable, under different subtitles.

**FND 520 Maternal and Child Nutrition (3)**

Prerequisite: FND 252. Developmental stages, nutrient requirements, appropriate diet and eating behaviors for children from conception through school age. Nutrition related conditions of children and nutrition for the pregnant and lactating woman.

**FND 555 Nutrition for Fitness and Athletic Performance (3)**

Prerequisite: FND 250 or FND 357. The study of nutrition principles as they apply to the promotion of optimal physical fitness and athletic performance. Current research and evaluation of nutritional recommendations will be stressed.

## FR — FRENCH

**FR 101 Elementary French I (4)**

Co-requisite: FR 151. For students with no previous French. Develop four language skills, especially speaking. Stresses practical communication, comprehension, pronunciation, fluency and cultural awareness. (LAC)

**FR 102 Elementary French II (4)**

Prerequisite: FR 101 or equivalent. Co-requisite: FR 152. Continuation of FR 101 or equivalent. Develop four language skills, especially speaking. Stresses practical communication, comprehension, pronunciation, fluency and cultural awareness. (LAC)

**FR 116 Contemporary France (3)**

Become familiar with the culture and society of France with special emphasis on contemporary French issues. Conducted in English. (LAC, gtP)

**FR 117 The French Speaking World (3)**

This course will consider the development of the non-western or non-European French-speaking world through study of the history, geography and legacy of the French colonial empire. (LAC)

**FR 151 Elementary French Lab I (1)**

Practice elementary French skills through workbook and lab activities commensurate with skill level in FR 101. Repeatable, may be taken two times.

**FR 152 Elementary French Lab II (1)**

Practice elementary French skills through workbook and lab activities commensurate with skill level in FR 102. Repeatable, may be taken two times.

**FR 201 Intermediate French I (3)**

Co-requisite: FR 251. Review language structures and develop reading and writing skills. Gain vocabulary through conversational practice on topics of cultural interest. (LAC, gtP)

**FR 202 Intermediate French II (3)**

Prerequisite: FR 201 or equivalent. Co-requisite: FR 252. Review language structures and develop reading and writing skills. Gain vocabulary through conversational practice on topics of cultural and literary interest. (LAC, gtP)

**FR 251 Intermediate French Lab I (1)**

Practice intermediate French skills through the use of workbook exercises and computer software commensurate with skill level in FR 201. Repeatable, may be taken two times.

**FR 252 Intermediate French Lab II (1)**

Practice intermediate French skills through the use of workbook exercises and computer software commensurate with skill level in FR 202. Repeatable, may be taken two times.

**FR 301 France and Francophonie I (3)**

Prerequisite: FR 202 or equivalent. Develop fluency in writing and conversation skills and build vocabulary through discussions and compositions about a variety of cultural texts and media.

**FR 302 France and Francophonie II (3)**

Prerequisite: FR 202 or equivalent. Acquire advanced writing and conversation skills and build vocabulary through discussions and compositions about a variety of cultural texts and media.

**FR 311 French Civilization and Literature Survey I (3)**

Prerequisite: FR 202 or equivalent. Study of French civilization from prehistoric times up through the eighteenth century, including the historical, geographical, economic, political, artistic and literary development of France. Conducted in French.

**FR 312 French Civilization and Literature Survey II (3)**

Prerequisite: FR 202 or equivalent. Study of French civilization from the French Revolution to the present, including the historical, economic, political, social, artistic and literary development of France. Conducted in French.

**FR 407 French for Oral Proficiency (3)**

Intermediate oral proficiency in French required. Designed to develop oral proficiency by exposing students to advanced and superior linguistic functions and prepare them for the Oral Proficiency Interview (OPI).

**FR 411 France Then and Now (2)**

Prerequisite: FR 202 or equivalent. Study the importance of selected periods of French history. Examine the role and the art, literature and philosophy of these periods in the development of contemporary French civilization. Repeatable, under different subtitles.

**FR 412 French Politics and Society (2)**

Prerequisite: FR 202 or equivalent. Study the political and social systems of modern France. Learn of France's involvement in the European Community and the implications of this involvement for French politics and society.

**FR 413 The Francophone World (2)**

Prerequisite: FR 202 or equivalent. Study the differing cultures of countries and/or regions of the non-European francophone world, in particular Quebec, the French West Indies, and French-speaking Africa.

**FR 414 Language and Society (2)**

Prerequisite: FR 202 or equivalent. Study areas of the evolving French language relative to contemporary French society. Topics include commercial French, French in the popular press, familiar language and slang, and regionalism.

**FR 422 Directed Studies (1-4)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**FR 450 Readings in French Literature (3)**

Prerequisite: FR 202 or equivalent. Study the masterpieces and literary movements of French literature. Learn to read and discuss complete works of literature in French. Acquire the skills to write research papers on course topics. Repeatable, under different subtitles.

**FR 475 Research Seminar: French Texts and Contexts (3)**

Prerequisite: FR 202 or equivalent. Study thematically related literary, historical, cultural and contemporary texts. Develop, express and critique textual interpretation and analysis in a research paper. In French and English. Repeatable, under different subtitles.

## FYE — UNC'S FIRST YEAR EXPERIENCE

**FYE 108 UNC's First Year Experience (1)**  
Freshmen only. Study topics relevant to the first semester freshman's transition into the academic community of critical thinking and problem solving skills. Emphasis on learning groups, technology, library and campus resource utilization, major/minor exploration including introductions to professional and pre-professional programs understanding Liberal Arts Core requirements, and developing a 4-year educational plan. Non-repeatable.

## GEOG — GEOGRAPHY

**GEOG 100 World Geography (3)**  
Introduction to the complex relationships that link humans with their physical, cultural and spatial environments. Students will investigate these diverse relationships through a variety of worldwide examples. (LAC, gtP)

**GEOG 110 Geography of the United States and Canada (3)**  
An analysis of the cultural and environmental patterns of North America, with emphasis on the geographic processes that shape them. (LAC, gtP)

**GEOG 200 Human Geography (3)**  
Study the role of location and locational questions in human behavior including how locational factors influence behavior and resulting social and cultural modifications. (LAC, gtP)

**GEOG 232 Physical Geography (4)**  
(3 lecture, 2 laboratory) Study the natural environments that cover the earth, the processes that shape them and their role as settings for human action. Field trip required.

**GEOG 274 Maps and Data Analysis (3)**  
Examines the fundamental concepts necessary for map reading and interpretation. Includes an introduction to thematic data representation.

**GEOG 300 Advanced Human Geography: Topics (3)**  
Prerequisite: GEOG 200. Examine the evidence and imprint of cultural values on geographic landscapes; utilize techniques of spatial diffusion, cultural ecology and integration and landscape analysis to identify and investigate culture regions. Repeatable, under different subtitles.

**GEOG 302 Cartography (3)**  
Required laboratory arranged. Prerequisite: GEOG 274. Study the fundamentals, theory and practice of maps and graphic representation. Two one-hour lectures and one credit hour for arranged laboratory work.

**GEOG 307 Geographic Information Science (3)**  
Examines the nature and accuracy of spatially referenced data, as well as methods of data capture, storage, retrieval, modeling and output using GIS software.

**GEOG 310 Urban and Regional Planning (3)**  
Prerequisite: GEOG 200. Examine current planning practice in the United States and its larger economic, social, political and geographic context. Topics include land use regulation, urban design, transportation systems and growth management.

**GEOG 312 Economic Geography (3)**  
Prerequisite: GEOG 200. Discern how geographic and economic conditions affect the products, industries, commerce and resources of the world, particularly the United States.

**GEOG 315 Resource Management (3)**  
Explore the theoretical nature of human-environment systems from a geographical viewpoint and examine locational factors that influence behavior and resulting geographic patterns.

**GEOG 320 Population Geography (3)**  
Prerequisite: GEOG 200. Analysis of world population distribution and change utilizing geographic themes and demographic measures, with particular attention to migration, urbanization, environmental impact, and national planning.

**GEOG 325 Advanced Physical Geography: Topics (3)**  
Prerequisite: GEOG 232 or equivalent. Study the complexities of the physical world and investigate the interactions between human activities and the physical environment. Repeatable, under different subtitles.

**GEOG 326 Africa (3)**  
Prerequisite: GEOG 100 or GEOG 110. Identify and analyze relationships between the physical and cultural patterns, including land use, resource development, social, political and economic problems.

**GEOG 333 South America (3)**  
Prerequisite: GEOG 100 or GEOG 110. Explores land, people, and culture in the major subregions of South America. Emphasis on contemporary population, economic, political and environmental issues.

**GEOG 335 Geography of Middle America (3)**  
Prerequisite: GEOG 100 or GEOG 110. Examines patterns of population, politics, economy and life-styles as they relate to the diverse physical and multicultural environments of Middle America. Analyze the strategic location of this region.

**GEOG 340 Europe (3)**  
Prerequisite: GEOG 100 or GEOG 110. Study the relationships between the physical and cultural environments, including land use, resources, economics and political problems.

**GEOG 344 Asia: Special Topics (3)**  
Prerequisite: GEOG 100 or GEOG 110. Study the regions of Asia through variable offerings. Examine patterns of physical and cultural landscapes, social organization and economic activities. Repeatable, under different subtitles.

**GEOG 350 Colorado (3)**  
Prerequisite: GEOG 100 or GEOG 110. Study the geographical and human resources of Colorado, including physical features, climate, landform regions and natural resources and their utilization and conservation.

**GEOG 360 Political Geography (3)**  
Prerequisite: GEOG 100. Examine political phenomena as they relate to a particular geographic setting. Topics of study include territorial expansion, global overpopulation, national resources, territorial sea and warfare.

**GEOG 370 Urban Geography (3)**  
Prerequisite: GEOG 200. Analysis of the origins, distribution, growth, functions, transportation and land use patterns of cities, emphasizing the North American city.

**GEOG 375 Quantitative Techniques in Geography (3)**  
Examine elementary statistical techniques useful to the analysis of geographical data. Some background in mathematics useful.

**GEOG 392 Field Course in Geography (1-6)**  
Study and apply the techniques used in solving geographic problems in the field and effectively present the results of such studies. Repeatable, may be taken two times.

**GEOG 410 Teaching Geography in Secondary Curriculum (1)**  
Prerequisites: GEOG 100 or GEOG 110; and at least one GEOG course at the 200 level or higher OR consent of instructor (need to interview student to determine expertise and academic background). Study fundamental themes in geography, use current materials and create new lessons and materials for teaching geography at the secondary level. S/U graded.

**GEOG 411 Geography Concepts and Issues (2)**  
Prerequisites: GEOG 100 or GEOG 110; and at least one GEOG course at the 200 level or higher OR consent of instructor (need to interview student to determine expertise and academic background). Investigation and analysis of geography's major concepts and issues with examples of successful pedagogical approaches for teaching such standards-based geography concepts and skills.

**GEOG 412 Advanced Cartography (3)**  
Prerequisite: GEOG 302 or consent of instructor. Study fundamental thematic map communication concepts emphasizing data collection and processing, symbolization, map design and computer-assisted drafting.



**GEOG 422 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**GEOG 440 Biogeography (3)**

Prerequisites: GEOG 232 or consent of instructor. Identify meaningful patterns in the distributions of plants and animals and explain how/ why those patterns developed. Includes an examination of the role humans have played in shaping those patterns.

**GEOG 475 Advanced Geographic Techniques: Topics (1-3)**

Prerequisite: Consent of instructor. Advanced study of geographic techniques. Topics will relate to applications in GIS, remote sensing, quantitative analysis, land use analysis, or the mapping sciences. Repeatable, under different subtitles.

**GEOG 492 Internship (1-6)**

Advanced undergraduate majors and minors use geographic training while working in local, state or federal agencies. Participants must meet university internship requirements. Repeatable, no limitations.

**GEOG 495 Senior Seminar (3)**

Research selected geographic topics based on the student's major emphasis. Course focuses on the assessment of students' geographic knowledge base, research and analysis skills.

**GEOG 507 Geographic Information Science (3)**

Consent of instructor (interview to determine expertise and academic background). Examines the nature and accuracy of spatially referenced data, as well as methods of data capture, storage, retrieval, modeling and output using GIS software.

**GEOG 508 Workshop (1-3)**

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

**GEOG 509 Advanced Placement Institute in Human Geography (2)**

Graduates only. Intensive course for teachers planning to teach or currently teaching AP Human Geography. Topics include both content and pedagogy for establishment, development and maintenance of an AP program. S/U graded. Repeatable, no limitations.

**GEOG 510 Topics in Teaching Geography (2)**

Appraise and become familiar with various concepts, theories and skills in geography and with the techniques and methodologies appropriate for teaching them. Repeatable, maximum of six credits.

**GEOG 513 Professional Renewal (1-3)**

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded. Repeatable, under different subtitles.

**GEOG 520 Topics in Systematic Geography (3)**

Graduates only or consent of instructor. Examine a selected area of systematic geography; consider appropriate pedagogical approaches in teaching about that geographic topic. Repeatable, under different subtitles.

**GEOG 525 Topics in Regional Geography (2)**

Graduates only or consent of instructor. Examine a selected geographic region; consider appropriate pedagogical approaches in teaching the geography of the region. Repeatable, under different subtitles.

**GEOG 540 Biogeography (3)**

Identify meaningful patterns in the distributions of plants and animals and explain how/why those patterns developed. Includes an examination of the role humans have played in shaping those patterns.

**GEOG 592 Field Course in Geography (1-6)**

Study and apply techniques used, solve geographic problems in the field and effectively present results of such studies. Unlimited repeatability.

**GEOG 622 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**GEOL — GEOLOGY**

**GEOL 100 General Geology (4)**

(3 lecture, 2 laboratory) Survey for non-science majors. Origins and classification of minerals and rocks, landscape development and earth's structure and history. Field trips required. No credit for both GEOL 100 and GEOL 201. (LAC, gtP)

**GEOL 110 Our Geological Environment (3)**

Investigation of the interaction between people and geologic environments. Focus on earth materials, geologic time, landscapes, mineral and energy resources, and geologic hazards (earthquakes, volcanoes, floods and landslides). (LAC, gtP)

**GEOL 201 Physical Geology (4)**

(3 lecture, 3 laboratory) For Geology and other science majors. Introduction to earth materials, landform development, geologic structures and tectonics. Field trips required. No credit for both GEOL 100 and GEOL 201.

**GEOL 202 Historical Geology (4)**

(3 lecture, 3 laboratory) Prerequisite: GEOL 100 or GEOL 201 or equivalent. Geologic history of the earth and its past life and principles and techniques employed to interpret this history from rocks and fossils. Field trips to investigate local geologic history required.

**GEOL 320 Mineralogy (4)**

(2 lecture, 4 laboratory) Prerequisites: GEOL 201, CHEM 111. Introduction to crystallography, crystal chemistry, descriptive and determinative mineralogy, study of mineral occurrences and associations. Examine crystallography and identify minerals by physical and x-ray techniques in laboratory. Field trip(s) required.

**GEOL 340 Paleontology (4)**

(2 lecture; 6 laboratory) Prerequisite: GEOL 202. Fossil animals and plants - fossilization processes, collecting procedures, specimen preparation, description, classification, functional morphology, paleoecology, biostratigraphy, evolutionary trends. Field trip required.

**GEOL 390 Colorado Geology (3)**

Prerequisite: GEOL 100 or equivalent. Colorado rocks, minerals, fossils, landforms, oil, coal, oil shale, geologic history and geologic hazards explored in informal atmosphere. Includes four-day field trip to investigate geological features in natural settings.

**GEOL 410 Groundwater Geology (2)**

Prerequisite: GEOL 201. Groundwater in the geologic setting. Hydrology of groundwater basins. Well hydraulics. Principles of flow in saturated and unsaturated materials. Modeling of hydrogeologic systems. Applications to groundwater contamination and management problems.

**GEOL 421 Optical Mineralogy and Petrography (4)**

(2 lecture, 4 laboratory) Prerequisite: GEOL 320. Use of the petrographic microscope to study minerals in immersion media and in rock thin sections and the hand sample and microscopic description of rocks.

**GEOL 422 Directed Studies (1-4)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**GEOL 445 Vertebrate Paleontology (3)**

GEOL 202 or permission of instructor. A survey of the evolution of vertebrates through geologic time, emphasizing major events in the history of vertebrates. Includes field trips and methods of fossil collection, preparation, and curation.

**GEOL 450 Sedimentology and Stratigraphy (4)**

(3 lecture, 3 laboratory) Prerequisite: GEOL 202. Sedimentary processes; depositional environments; classification and structures of sedimentary rocks; field and laboratory methods of analyzing and interpreting outcrops and samples. Regional stratigraphy of northeastern Colorado investigated. Field trips required.

**GEOL 460 Geomorphology (3)**

(2 lecture, 3 laboratory) Prerequisite: GEOL 100 or GEOL 201. Origin and evolution of landforms emphasizing fluvial processes, hydraulic characteristics of streams, morphology of drainage basins, landscape evolution by stream sculpture and deposition and lithologic, climatic and structural controls.

**GEOL 464 Glacial and Quaternary Geology (3)**

Prerequisite: GEOL 100 or GEOL 201. A survey of geologic phenomena that characterized the Quaternary Period, with emphasis on the behavior of glaciers, glacial landforms and sediment and climatic implications. Two Saturday field trips required.

**GEOL 470 Structural Geology (4)**

(3 lecture, 3 laboratory) Prerequisites: GEOL 201, PHYS 220, MATH 125. Mechanics of rock deformation and geologic structures of the earth's crust – their description and classification, theories and facts regarding their origins and methods of investigating them. Field trips required.

**GEOL 481 Geologic Field Techniques (2)**

(4 laboratory) Prerequisites: GEOL 202, GEOL 470. Techniques of obtaining and recording geological data in the field and constructing geological maps. Includes use of Brunton compass, plane table and aerial photographs and the preparation of geological reports.

**GEOL 510 Groundwater Geology (2)**

Groundwater in the geologic setting. Hydrology of groundwater basins. Well hydraulics. Principles of flow in saturated and unsaturated materials. Modeling of hydrogeologic systems. Applications to groundwater contamination and management problems.

**GEOL 521 Optical Mineralogy and Petrography (4)**

(2 lecture, 4 laboratory) Prerequisite: GEOL 320. Use of the petrographic microscope to study minerals in immersion media and in rock thin sections and the hand sample and microscopic description of rocks.

**GEOL 540 Paleontology (4)**

(2 lecture; 6 laboratory) Prerequisite: GEOL 202. Fossil animals and plants - fossilization processes, collecting procedures, specimen preparation, description, classification, functional morphology, paleoecology, biostratigraphy, evolutionary trends. Field trip required.

**GEOL 545 Vertebrate Paleontology (3)**

GEOL 202 or permission of instructor. A survey of the evolution of vertebrates through geologic time, emphasizing major events in the history of vertebrates. Includes field trips and methods of fossil collection, preparation, and curation.

**GEOL 550 Sedimentology and Stratigraphy (4)**

(3 lecture, 3 laboratory) Prerequisite: GEOL 202. Sedimentary processes; depositional environments; classification and structures of sedimentary rocks; field and laboratory methods of analyzing and interpreting outcrops and samples. Regional stratigraphy of northeastern Colorado investigated. Field trips required.

**GEOL 560 Geomorphology (3)**

(2 lecture, 3 laboratory) Prerequisite: GEOL 100 or GEOL 201. Origin and evolution of landforms emphasizing fluvial processes, hydraulic characteristics of streams, morphology of drainage basins, landscape evolution by stream sculpture and deposition and lithologic, climatic and structural controls.

**GEOL 564 Glacial and Quaternary Geology (3)**

Prerequisite: GEOL 100 or GEOL 201. A survey of geologic phenomena that characterized the Quaternary Period, with emphasis on the behavior of glaciers, glacial landforms and sediment and climatic implications. Two Saturday field trips required.

**GEOL 567 Volcanic Geology (3)**

(2 lecture, 3 laboratory) Prerequisite: GEOL 202 or consent of instructor. A study of volcanoes and volcanic processes and products. Emphasis on the origin, classification and interpretation of volcanic rocks and ejecta and volcanic structures and landforms.

**GEOL 570 Structural Geology (4)**

(3 lecture, 3 laboratory) Prerequisites: GEOL 201, PHYS 220, MATH 125. Mechanics of rock deformation and geologic structures of the earth's crust - their description and classification, theories and facts regarding their origins and methods of investigating them. Field trips required.

**GEOL 581 Geologic Field Techniques (2)**

(4 laboratory) Prerequisites: GEOL 202 and GEOL 470. Techniques of obtaining and recording geological data in the field and constructing geological maps. Includes use of Brunton compass, plane table and aerial photographs and the preparation of geological reports.

**GEOL 590 Rocky Mountain Geology Seminar (2)**

Consent of instructor. Geology of selected Rocky Mountain area thoroughly investigated by means of four-day field trip to that area followed by seminar presentations on topics relevant to geology of specified area.

**GEOL 622 Directed Studies (1-4)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**GER — GERMAN****GER 101 Elementary German I (4)**

Co-requisite: GER 151. For students with no previous German. Develop four language skills, especially speaking. Stresses practical communication, comprehension, pronunciation, fluency and cultural awareness. (LAC)

**GER 102 Elementary German II (4)**

Prerequisite: GER 101 or equivalent. Co-requisite: GER 152. Continuation of GER 101 or equivalent. Develop four language skills, especially speaking. Stresses practical communication, comprehension, pronunciation, fluency and cultural awareness. (LAC)

**GER 116 Contemporary Germany (3)**

Become familiar with the culture and society of Germany with special emphasis on contemporary German issues. Conducted in English. (LAC, gtP)

**GER 151 Elementary German Lab I (1)**

Practice elementary German skills through workbook and lab activities commensurate with skill level in GER 101. Repeatable, may be taken two times.

**GER 152 Elementary German Lab II (1)**

Practice elementary German skills through workbook and lab activities commensurate with skill level in GER 102. Repeatable, may be taken two times.

**GER 201 Intermediate German I (3)**

Co-requisite: GER 251. Review language structures and develop reading and writing skills. Gain vocabulary through conversational practice on topics of cultural interest. (LAC, gtP)

**GER 202 Intermediate German II (3)**

Prerequisite: GER 201 or equivalent. Co-requisite: GER 252. Review language structures and develop reading and writing skills. Gain vocabulary through conversational practice on topics of cultural and literary interest. (LAC, gtP)

**GER 251 Intermediate German Lab I (1)**

Practice intermediate German skills through the use of workbook exercises and computer software commensurate with skill level in GER 201. Repeatable, may be taken two times.

**GER 252 Intermediate German Lab II (1)**

Practice intermediate German skills through the use of workbook exercises and computer software commensurate with skill level in GER 202. Repeatable, may be taken two times.

**GER 301 Germany and the Germans I (3)**

Prerequisite: GER 202 or equivalent. Practice advanced language skills and acquire flexibility in written and spoken expression using a wide variety of authentic materials.

**GER 302 Germany and the Germans II (3)**

Prerequisite: GER 202 or equivalent. Continue to study complex elements of German syntax and structure. Use authentic materials to acquire idiomatic expressions and versatility in speaking and writing.

**GER 311 German Civilization and Literature Survey I (3)**

Prerequisite: GER 202 or equivalent. Study of German civilization from prehistoric times up to the 19th century, including the historical, geographical, economic, political, artistic and literary development of Germany. Conducted in German.

**GER 312 German Civilization and Literature Survey II (3)**

Prerequisite: GER 202 or equivalent. Study of German civilization from the Revolution of 1848 to the present, including the historical, economic, political, social, artistic and literary development of Germany. Conducted in German.

**GER 407 German for Oral Proficiency (3)**

Intermediate oral proficiency in German. Develop student's oral proficiency by exposure to advanced and superior linguistic functions; defined in the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines for the Oral Proficiency Interview (OPI).

**GER 411 Germany Then and Now (2)**

Prerequisite: GER 202 or equivalent. Examine one important period in German history and understand its *Zeitgeist* as an interaction among politics, economics, social aspects, philosophical developments and the arts. Repeatable, under different subtitles.

**GER 412 Politics and Society (2)**

Prerequisite: GER 202 or equivalent. Study the political and social systems of Germany; interpret current events from the complex interaction of German history, today's society and Germany's role in the world.

**GER 413 German Cultural Identity (2)**

Prerequisite: GER 202 or equivalent. Examine surface-culture phenomena of deep culture in both the U.S. and Germany. Explore the ramifications of immigration on German culture and the impact of German-American culture on the U.S.

**GER 414 Language, Society and the Profession (2)**

Prerequisite: GER 202 or equivalent. Learn about many aspects of German, especially language history dialects and sociolects. Study specific professional vocabulary and terminology of a field determined by the student's interest.

**GER 422 Directed Studies (1-4)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**GER 450 Literature, Self and Society (3)**

Prerequisite: GER 202 or equivalent. Variable topics include analysis and discussion of literary topics, genres and periods from the Middle Ages to present, including how literature reflects personal and social issues. Repeatable, under different subtitles.

**GER 475 Research Seminar: German Texts and Contexts (3)**

Prerequisite: GER 202 or equivalent. Study thematically related literary, historical, cultural and contemporary texts. Develop, express and critique textual interpretation and analysis in a research paper. In German and English. Repeatable, under different subtitles.

**GER 622 Directed Studies (1-4)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**GERO — GERONTOLOGY****GERO 205 Introduction to Gerontology (3)**

Survey of the field of gerontology with attention to the physical, psychological, social, economic and cross-cultural aspects of aging. (LAC, gTP)

**GERO 455 Grant Development and Administration (3)**

Examine and apply methods for developing and writing grant proposals, including understanding appropriate ways to identify and seek funding sources. Identify key elements in writing and managing a fundable grant.

**GERO 492 Undergraduate Internship in Gerontology (6-15)**

Completion of 21 hours of required gerontology courses. Only 12 credits may be counted towards degree program. S/U graded. Repeatable, maximum of 15 credits.

**GERO 555 Grant Development and Administration (3)**

Overview of proposal planning and grant development process. Application of skills in identifying funding options, program planning, proposal writing, budgeting and establishing controls for grant administration.

**GERO 560 Community Resources for the Elderly (3)**

Leadership/managerial community based learning required. Review needs of older persons in the community and evaluate the continuum of long-term care resources available, service gaps, program models, and funding mechanisms.

**GERO 565 Management Concepts for Aging Services (3)**

Examines basic concepts of management and administration of human service organizations. Emphasizes principles and practices currently used in public, private nonprofit and proprietary aging programs.

**GERO 595 Special Topics in Gerontology (1-4)**

Course designed to investigate specific aspect of Gerontology. Repeatable, maximum of six credits, under different subtitles.

**GERO 620 Individual Development and Aging (3)**

Applies developmental theories to explain concepts of aging. Examines developmental and psychological theories and frameworks, with emphasis on current research in exploration of issues of individual development facing older adults.

**GERO 622 Directed Study in Gerontology (1-4)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**GERO 625 Psychosocial Aspects of Aging (3)**

Later life issues are explored using an ecological approach that highlights the benefits and consequences of aging for the individual, family, and society.

**GERO 630 Intervention Strategies with the Elderly (3)**

Analyze major intervention strategies and techniques for utilization with older adults. Emphasizes individual, group and paraprofessional systems. Classroom practice of actual treatment techniques.

**GERO 635 Social Policies of Aging (3)**

Traces history and current status of major policies that benefit elderly. Reviews legislation, levels of policy-making and policy concerns of older population. Includes recent policy changes and policy directions.

**GERO 640 Health Aspects of Gerontology (3)**

Identifies major health problems, concerns and practices of the elderly. Examines health care policies, financing, health promotion and wellness concepts.

**GERO 655 Program Planning and Evaluation in Gerontology (3)**

Survey of basic concepts used in the development and implementation of aging programs. Emphasizes methods and skills needed for the assessment, development and evaluation of programs.

**GERO 660 Financial Management and Budgeting for Aging Programs (2)**

Overview of financial and budgeting functions within human services. Emphasizes public and private non-profits. Directed to non-accountants. Develop basic skills in financial control and fund-raising.

**GERO 692 Graduate Internship in Gerontology (1-12)**

Only 9 credits may be counted towards degree program. S/U graded. Repeatable, maximum of 12 credits. There shall be 40 contact hours per credit hour.



**GERO 694 Practicum in Gerontology (1-4)**

Make application to the department before registration. Repeatable, maximum of eight credits.

**GERO 699 Thesis (1-6)**

S/U graded. Repeatable, no limitations.

**GERO 999 Graduate School Continuous Registration (1)**

To permit a graduate student to continue making progress in a degree program. S/U graded. Repeatable, no limitations.

## HESA — HIGHER EDUCATION AND STUDENT AFFAIRS LEADERSHIP

**HESA 173 Career Theories and Employment Trends (1)**

Designed to explore career theories and their application to the world of work. Students will investigate current occupational information and trends of the future.

**HESA 210 Human Values (2)**

Identify, clarify and critique personal values. Expand awareness of cross-cultural values, life-style choices, sources of values and the process of making value commitments.

**HESA 220 Death and Dying (2)**

Examines current American views of death and dying from perspectives of psychology, religion, medicine and sociology. Explores attitudes toward death, grief, mourning and reactions to imminent death.

**HESA 260 Paraprofessionals in Residence Life (2)**

Consent of Instructor. For resident assistants only. Offers practical preparation to those who assist students making the transition to the University setting and living in the residence hall environment.

**HESA 263 Peer Advising I (1)**

Study current theories of student development and practice the interpersonal communication skills needed by effective peer helpers; discuss and critique strategies for assisting students making the transition into postsecondary education.

**HESA 308 College Student Personnel Administration Workshop (1-5)**

Special short course for undergraduates on topics or issues in College Student Personnel Administration. Offered during summers and other semesters as need arises and resources are available. S/U graded. Repeatable, under different subtitles.

**HESA 360 Paraprofessionals in Student Affairs (1-2)**

Consent of instructor. Comprehensive training and support for persons interested in working as paraprofessionals in student services. Includes basic skills and development of sensitivity in meeting the developmental needs of college students. Repeatable, no limitations.

**HESA 363 Peer Advising II (1)**

Prerequisite: HESA 263. Study theories of cognitive development, psychological type, and learning strategies as they apply to the increasingly diverse needs of incoming college students; discuss and practice strategies for mentoring students.

**HESA 365 Tutorial Assistance in the College Classroom: Level I Supplemental Instruction (1)**

Beginning tutorial leaders will become acquainted with the history of Student Affairs, student development theory, principles of learning assistance, communication skills, and standards of professional behavior.

**HESA 422 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**HESA 431 McNair Scholars Research Studies I (2)**

Prerequisites: Admission to the McNair Scholars Program. Gives students an overview of the research process and skills for graduate school success, as well as a mentored opportunity to participate in the initial steps of research development.

**HESA 432 McNair Scholars Research Studies II (2)**

Prerequisites: HESA 431. Provides students an overview of research design and method, as well as a mentored opportunity to design a research study.

**HESA 463 Peer Advising III (1)**

Prerequisites: HESA 263, HESA 363. Research topics related to the creation of a cohesive campus community and a welcoming environment for students; take leadership role in activities to provide a smoother transition for new students.

**HESA 465 Tutorial Assistance in the College Classroom: Level 2 Supplemental Instruction (SI) Leader (1)**

Prerequisite: HESA 365. Increases tutorial leaders' competencies in applying learning assistance theory, facilitating structured study sessions, and attending to individual differences; particular emphasis is placed on the development of leadership and mentoring skills.

**HESA 508 Workshop (1-3)**

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

**HESA 513 Professional Renewal (1-3)**

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded. Repeatable, under different subtitles.

**HESA 611 Groups, Teams, and Organizations in Higher Education and Student Affairs (3)**

An exploration of groups and organizations within higher education and student affairs. Study will begin within the context of group dynamic and move to organizational theory and application.

**HESA 622 Directed Studies (1-4)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**HESA 650 College Student Development: Foundational Theory (3)**

Examines foundational and life span theories of college student development and applies them to students' lives and higher education and student affairs practice.

**HESA 651 Philosophical, Historical and Cultural Foundations of Student Affairs in Higher Education (3)**

Philosophies of education and epistemology. History of U.S. higher education. Origin/history of student affairs. Emphasizes cultural perspective of ethnic minorities, women and other cultural subgroups in higher education.

**HESA 652 Enrollment Management Services (3)**

Examines and reviews the history, purposes, functions, organization and administration of Admissions, Financial Aid, Records and Registration, Advising and Orientation.

**HESA 655 Multiculturalism in Higher Education and Student Affairs Leadership (3)**

Exploration of meaning making from individual cultural lenses to the application of theory to practice in higher education settings. Assessment of multicultural competence within HESAL.

**HESA 658 Management and Administration in Student Affairs (3)**

Application of management tools to student affairs. Skill development focuses on budgeting models, resource management, planning, evaluation and intervention strategies.

**HESA 661 Practicum in College Teaching for Student Development (6)**

Consent of instructor. Actual classroom experience in teaching under supervision any course that has as a part of its objectives, developmental content. S/U graded.

**HESA 669 College and University Curriculum (3)**

Develop an understanding of college and university curriculum by examining undergraduate and graduate program structures for liberal arts and professional programs, curriculum development processes, and current issues impacting curriculum.

**HESA 670 Internship in Higher Education and Student Affairs Leadership (6)**

Consent of instructor. Field-based experience, applying theoretical and conceptual knowledge in higher education setting. Minimum 20 hours per week. In-depth experience with overall functions of office/agency. Develop skills in specific professional role. S/U graded. Repeatable, maximum of 18 credits.

**HESA 671 Introduction to Leadership in Higher Education and Student Affairs Leadership (3)**

Course focuses on leadership theory to assist ethical scholar/leaders prepare for leadership roles in diverse organizations.

**HESA 675 Field Experience in Higher Education and Student Affairs Leadership (1-3)**

Consent of instructor. Application of theoretical/conceptual knowledge in field-based experience. Overview of role, function of higher education office/agency, with focus on specific projects or responsibilities. Requires 4 hours per week per credit hour. S/U graded. Repeatable, maximum of 12 credits.

**HESA 680 Law and Higher Education (3)**

Relate statutory provisions, court decisions, common law principles and constitutional requirements to legal problems affecting public and private higher education institutions and systems.

**HESA 683 Finance and Resource Management in Higher Education (3)**

Analyze issues of financing public and private higher education; examine alternative financing sources and methods; develop skill in resource allocation and management.

**HESA 685 Human Resources in Higher Education (3)**

The course focuses on understanding Human Resource Management (HRM) as an energy source for shaping institutions. Emphasis is on the practical application of achieving change through personnel and compensation administration.

**HESA 690 Public Policy in Higher Education (3)**

An examination of public policy issues in higher education. Study of role of state and federal policy as it impacts public and private institutions of higher education.

**HESA 695 Current Issues in Higher Education and Student Affairs Leadership (3)**

In this seminar students will examine and analyze current issues and trends in higher education. Specific content will vary, dependent upon the nature of contemporary issues and trends and student interests.

**HESA 696 Special Topics in Higher Education and Student Affairs Leadership (1-4)**

Study of special topics in higher education and student affairs leadership. Topics vary. Repeatable, maximum two times, under different subtitles.

**HESA 711 Organizations and Change in Higher Education and Student Affairs Leadership (3)**

Advanced theories of organizations; basic research on organizations and leader behavior; primary research about and models for facilitating change are combined to analyze, plan and evaluate major organizational change processes.

**HESA 750 College Students: Culture, Characteristics, Campus Life (3)**

Prerequisite: HESA 650 or consent of instructor. Investigates student affairs profession and impact on development of college students. Examines current college subcultures. Considers effect on students' progress and success, of campus norms and student characteristics.

**HESA 751 Advanced College Student Development: Social Identity (3)**

Prerequisite: HESA 650 or consent of instructor. Second of two student development theory courses. Examines the social identity of college students, including privilege and oppression, multiple identities and diversity development. Racial identity, ethnic identity, multiracial/multicultural identity, sexual identity, and additional dimensions of identity (class, gender, ability/disability) are also discussed.

**HESA 755 Advanced Research Seminar (1)**

Prerequisite: SRM 700 or take concurrently and 9 hours of statistics. Examine research needs of the profession. Develop a focused research question for the dissertation. Explore research planning and financial support. S/U graded. Repeatable, may be taken twice.

**HESA 760 Theoretical and Philosophical Foundations of Higher Education and Student Affairs Leadership (3)**

Seminar focusing on epistemological frameworks, their applications to leadership inquiry, and the macro perspective of the moral and ethical dimensions of leadership. This course is taken concurrently with HESA 761.

**HESA 761 Scholarly Writing for Scholar/Leaders (3)**

Seminar focusing on scholarly writing skills and examination of the macro perspective of leadership. This course is taken concurrently with HESA 760.

**HESA 765 Systems Thinking in Higher Education and Student Affairs (3)**

This course focuses on systems thinking in higher education and student affairs from multicultural perspectives.

**HESA 771 Advanced Leadership in Higher Education and Student Affairs Leadership (3)**

Prerequisite: HESA 671 or consent of instructor. Courses focuses on advanced leadership theory to assist ethical scholar/leaders prepare for leadership roles in diverse organizations. Emphasis is on advanced leadership theory and its application to diverse high education and student affairs organizations.

**HESA 780 Worldviews & Research Methods for Scholar Leaders (3)**

Prerequisites: HESA 760 and HESA 761. Taken concurrently with HESA 781. Continued doctoral study in higher education and student affairs leadership focusing on conceptualization of research design for scholar/leaders, from choosing a question and framework to data collection and analysis.

**HESA 781 Collaborative Inquiry for Scholar/Leaders (3)**

Prerequisites: HESA 760, HESA 761. Taken concurrently with HESA 780. Continued doctoral study in higher education and student affairs leadership focusing on collaborative research. Explores research framework and design through a collaborative research project.

**HESA 782 Research Capstone in Higher Education and Student Affairs Leadership (3)**

Prerequisites: HESA 760, HESA 761, HESA 780, HESA 781. This course focuses on three themes, data analysis and representation of findings, writing for publication, and navigating the comprehensive exam and dissertation processes.

**HESA 797 Doctoral Proposal Research (1-4)**

Permission of major advisor. Required dissertation proposal experience for all doctoral students. Four hours of credit must be earned in this course in partial fulfillment of requirements for doctoral degrees before admission to candidacy. S/U graded. Repeatable, maximum of four credits.

**HESA 799 Doctoral Dissertation (1-12)**

Permission of major advisor. Required of all doctoral candidates under the direction of a graduate faculty committee. May be taken only after admission to candidacy. S/U graded. Repeatable, no limitations.

**HESA 999 Graduate School Continuous Registration (1)**

To permit a graduate student to continue making progress in a degree program. S/U graded. Repeatable, no limitations.

**HHS — HEALTH AND HUMAN SCIENCES****HHS 101 Introduction to the Health and Human Sciences Professions (1)**

Overview of the different health professions, their settings and roles within the health care delivery system.

**HHS 300 Introduction to Service Learning (1-6)**

Consent of instructor. Field based interdisciplinary experiences to promote civic engagement and social responsibility. Community service hours required (30 clock hours per credit). Repeatable, maximum of six credits.

**HHS 394 Practicum in Public Service (3)**

Prerequisite: Consent of instructor. Students will gain practical skills in leadership within a discipline-related environment. Supervisor evaluation and written report must be filed with the instructor. S/U graded.

**HHS 408 Workshop in Health and Human Sciences (1-6)**

Offers a variety of workshops on special health-related topics. Repeatable, under different subtitles.

**HHS 431 Informatics for Health Care Professionals (2)**

Participants gain basic skills in health care informatics and use of computer technology. Focuses on information technologies for health care professionals, electronic communication and knowledge resources online and related software.

**HHS 455 International Perspectives on Health and Human Services Across the Lifespan (3)**

An interdisciplinary course designed to introduce students to different aspects of health and human services across the lifespan. It will prepare students for a dynamic, diverse and global society.

**HHS 496 Entrepreneurship: Theory and Practice (3)**

An overview of entrepreneurship to help students determine their level of interest in pursuing an entrepreneurial endeavor while providing numerous tools the student can apply in today's ever-changing marketplace.

**HHS 508 Workshop in Health and Human Sciences (1-6)**

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

**HHS 555 International Perspectives on Health and Human Services across the Lifespan (3)**

An interdisciplinary course designed to introduce students to different aspects of health and human services across the lifespan. It will prepare students for a dynamic, diverse and global society.

**HHS 758 Seminar in Collaborative Research in Human Sciences (3)**

Doctoral students only. Supervised experience in conducting collaborative research in human sciences. Students gain experience in research methods, design, statistical analyses and submit their research paper to an academic journal of their choice. Repeatable, maximum of six credits.

**HISP — HISPANIC STUDIES****HISP 102 Hispanic Cultures in the United States (3)**

A study of the development of cultural patterns among the three largest Hispanic communities in this country: Chicanos, Puerto Ricans and Cuban-Americans — their differences and commonalities. Taught in English. (LAC, gtP)

**HISP 111 Introduction to Hispanic Literature (3)**

An introduction to prominent contemporary writers. Includes theatre, novel, short story and poetry in translation. Works of Lorca, Matute, Unamuno, Borges, Rulfo, Garcia Marquez, Anaya. Taught in English. (LAC, gtP)

**HISP 395 History and Philosophy of Bilingual Education (3)**

This course provides an in-depth examination of the impact of gender on all aspects of the lives of Mexican Americans. Repeatable, two times, under different subtitles.

**HISP 400 Methods and Assessment for Bilingual Education and ESL (3)**

Prepare teachers to work/meet linguistic needs of children in bilingual/ESL classrooms. Learn theory, implement corresponding instructional techniques, understand cultural/linguistic forces that affect children, know appropriate assessment instruments, techniques. Required for K-6 or 5-9 Bilingual endorsement.

**HIST — HISTORY****HIST 100 Survey of American History from Its Beginnings to 1877 (3)**

Survey of American history through Reconstruction to examine efforts to found New World communities, gain an American identity, secure independence and to define and secure the union under a federal government. (LAC, gtP)

**HIST 101 Survey of American History from 1877 to the Present (3)**

Survey of American history from Reconstruction to the present to examine geographical expansion, the rise of industrial and military power, five American wars, reform cycles and the shaping of modern America. (LAC, gtP)

**HIST 110 African Civilization (3)**

An introduction to the society, economy, culture and politics of traditional Africa from the Empire of Ghana to the European conquest in the nineteenth century. (LAC, gtP)

**HIST 112 Asian Civilization I: From Prehistory to the 1600s (3)**

Introduction to the historical development of pre-modern cultures in East, South and Southeast Asia.

**HIST 113 Asian Civilization II: The Modern Transformation (3)**

Examination of the modern transformation of East, South and Southeast Asian societies. (LAC, gtP)

**HIST 118 History of Mexico (3)**

Mexican history from pre-Columbian times to the present emphasizing 19th and 20th centuries. Covers socioeconomic, political and cultural change. (LAC, gtP)

**HIST 120 Western Civilization from Ancient Greece to 1689 (3)**

A survey of Western Civilization from ancient Greece to the Glorious Revolution. (LAC, gtP)

**HIST 121 Western Civilization from 1689 to the Present (3)**

A survey of Western Civilization from the Glorious Revolution to the present. (LAC, gtP)

**HIST 217 Europe and Islam: Myth and Reality (3)**

With reference to literature, art, film and memoir, this course examines the changing ways in which European society (Christendom) has viewed its Middle Eastern counterpart (Islam) over the centuries and vice versa.

**HIST 224 History of Colorado (3)**

A survey of Colorado history from prehistoric times to the post-World War II era.

**HIST 225 Latina/Latino History (3)**

Seeks to examine the historical and historiographical trend lines of the Latino experience. Among the issues to be explored: identity, heritage, language, gender roles. May be taken once as either MAS 225 or HIST 225.

**HIST 230 Class and Culture in America (3)**

Explores class distinctions and the ways they changed over time, filtered through the lenses of gender, race, age, labor, consumption, popular culture, the family, and the American Dream.

**HIST 240 Critical Issues in Modern America (3)**

A tracing of American history topically since World War I, emphasizing foreign policy, presidential politics, civil rights, the growth of the welfare state and the changing American character.

**HIST 250 United States Military History, 1775-Present (3)**

Survey of American military and naval history from the Revolution to the present, with an emphasis on the strategies, tactics and technologies employed.

**HIST 260 History of Science and Technology of the West (3)**

Origins and development of science and technology from antiquity to the 20th century with the emphasis on the intellectual, social and cultural implications.

**HIST 283 Russian Civilization (3)**

Development of Russian culture and society from the beginning to the present, with emphasis on the late 19th and 20th centuries. (LAC, gtP)



**HIST 290 American Immigration (3)**

An examination of immigration to the United States, emphasizing 19th and 20th centuries. Includes Irish, English, German, Italian, Scandinavian, Jewish, Asian and Latin American immigrants as well as nativist and immigration legislation. (LAC)

**HIST 307 History of China to 1840 (3)**

A study of the development of Chinese civilization from antiquity to the Opium War, stressing social, political and cultural change.

**HIST 309 Modern Southeast Asia (3)**

An analysis of the historical experience of Vietnamese, Filipinos, Indonesians, Thais and others caught between China/India, religions of the West and East, colonialism/nationalism and traditional vs. modern life-styles.

**HIST 310 Modern China (3)**

An analysis of the Chinese experience from the impact of Western imperialism in the mid-19th century to the present. Emphasizes internal changes in China's political, social, economic and cultural institutions.

**HIST 311 Modern Japan (3)**

An historical analysis of the late Tokugawa period to the present. Emphasizes internal changes in political, social, economic and cultural institutions.

**HIST 312 History of Brazil (3)**

Study of Brazilian history from 1500 to the present, stressing the multiethnic dynamics of colonial society, the political transformations of independence, and the contemporary legacies of race, slavery, abolition, and gender.

**HIST 314 History of Latin America to 1855 (3)**

A survey of Spanish America and Brazil from pre-Columbian civilizations to 1855. Covers conquest, church, Indian labor, administration, independence and beginning of nations.

**HIST 315 History of Latin America: 1855 to the Present (3)**

A thematic study of personalism, nationalism, militarism, foreign influences and socioeconomic classes with particular reference to Nicaragua, Cuba, Chile, Argentina and Brazil.

**HIST 316 History of the Caribbean and Central America (3)**

The history of the Caribbean from pre Columbian times to the present, focusing on the legacies of slavery, abolition, race, and imperialism in Haiti, Cuba, the Dominican Republic, Jamaica and Nicaragua.

**HIST 318 Modern Africa (3)**

A study of the social, political, economic and cultural transformation of 20th century Africa.

**HIST 319 Revolutionary South Africa (3)**

A study of the enormous changes South Africa has experienced since 1654, investigating the development of ethnic groups, race relations, economic development, the imposition of apartheid, the successful struggle to establish majority rule, and the creation of a new multicultural nation.

**HIST 320 Early America to 1763 (3)**

Prerequisite: HIST 100. Examines history of early North America from European, African, and Native American perspectives, including cultural conflict among these groups; European imperial aims; political and economic developments; and experiences of ordinary people.

**HIST 321 Revolutionary America, 1763-1815 (3)**

A study of the background of the American Revolution, the Revolution itself, the Confederation, the framing of the Federal Constitution and the social, economic, political and religious patterns of the Early Republic.

**HIST 323 Marriage and Family in the United States (3)**

Examines family formations, the role of children and the changing institutions of marriage throughout U.S. history, from Native Americans pre-contact to the present day.

**HIST 326 Sex and Sexuality in the United States (3)**

Explores the sexual habits, practices, and beliefs of Americans from the 1600s to the present. Will examine both heterosexuality, same-sex sexuality, and the formation of sexual subjectivity itself.

**HIST 327 The Early American West (3)**

Divides the American frontier into two parts: the Spanish and English language frontiers. Included is analysis of themes of environment, culture and perception of the frontier before 1846.

**HIST 328 The United States West Since 1846 (3)**

Analyzes the themes of modernization, cultural change, environment and perception that arose from the American presence in the West after the war with Mexico, including the 20th century.

**HIST 329 American Indian History (3)**

Covers the American Indian experience from prehistory to the present, emphasizing themes of environment, diversity and perception of native peoples by outside observers.

**HIST 330 Antebellum America 1815 - 1860 (3)**

Prerequisite: HIST 100. Explores the social and regional conflicts created by the rise of industrial capitalism, the elaboration of plantation slavery, and the development of democratic politics before the Civil War.

**HIST 331 Civil War and Reconstruction (3)**

Major topics studied include political upheavals in the 1850s, the growth of southern nationalism, attempts at compromising constitutional differences, the Civil War and problems in reconstructing the Union.

**HIST 334 The United States and the World (3)**

A survey of American foreign policy from the birth of the new nation to the present, examining problems of war and peace as well as American expansionism, imperialism and internationalism from 1776 to the present.

**HIST 337 History of American Education (3)**

The development of American education from colonial times to the present, focusing on the European roots of the educational system to its impact on America's character.

**HIST 338 Advanced Overview of American History (3)**

Advanced survey of American history from its beginning. Students will learn concepts of historical thinking and how to analyze the "processes and resources" of historical inquiry as these affect America.

**HIST 342 American Constitutional History (3)**

An analysis of the origins and early history of the constitution, including its drafting, ratification and subsequent shaping. A survey of the development of constitutional interpretation by examining major cases in their historical context.

**HIST 347 United States Women's History to 1877 (3)**

A survey of women in the United States to 1877. Examines gender ideologies, population movements, patterns of work, reform activities, and early women's rights from Colonization through Reconstruction.

**HIST 348 United States Women's History Since 1877 (3)**

A survey of women in the United States since 1877. Examines gender ideologies, population movements, patterns of work, reform activities, and feminist politics from Reconstruction to the present.

**HIST 350 Age of Robber Barons (3)**

Focus on the transformation of American society from 1877-1919, with an emphasis on industrialization, urbanization, and immigration, plus other significant events and trends.

**HIST 351 The United States and World War II(3)**

A survey of World War II from the rise of the totalitarian states to the dropping of the atomic bombs; emphasis on the military and social aspects of the war.

**HIST 354 The United States and the Vietnam Wars (3)**

Prerequisite: HIST 101. Through a variety of readings, the course will concentrate on the political, social and cultural importance of Vietnam for American history from 1945 to 1975 and beyond.

**HIST 361 History of Classical Greece and Rome (3)**

A survey of Greek and Roman civilization from the origins of Greece to the decline of Rome. Emphasis will be placed on their cultural and intellectual heritage.

**HIST 363 Medieval History (3)**

Prerequisite: HIST 120. An examination of Western Europe from Late Antiquity to the Early Modern Period (500-1500) which traces the main political, economic, social, religious and intellectual developments of the period.

**HIST 365 Jews, Christians, and Muslims in Medieval Europe (3)**

Examinations of the three religions that most significantly impacted the Western world. Identifies the beliefs of each and traces their early histories. Emphasis on their interaction in the Medieval period (500-1500).

**HIST 367 Topics in Early Modern Europe (3)**

Prerequisite: HIST 120. A survey of the social, economic, religious and cultural developments in Western Europe from 1500 to 1800. Geographical emphasis may vary. Repeatable for up to six credit hours.

**HIST 368 Tudor-Stuart England, 1485-1689 (3)**

An investigation of the history of England, Scotland, Wales and Ireland from 1485 to 1689, focusing on political, constitutional, social and cultural developments.

**HIST 369 Britain in the Modern Age, 1689 to the Present (3)**

An investigation of the emergence of modern Britain and Ireland through the growth of Parliament/Cabinet government, the development of a complex society and economy and the flowering of culture.

**HIST 370 Revolutionary Ireland (3)**

A close study of the transformation of Ireland since 1798, examining the dramatic social, economic, political and cultural changes since the revolt of the United Irishmen

**HIST 375 France in Revolution, 1774-1848 (3)**

Causes and consequences of the French Revolution of 1789 and its impact on 19th century France and Europe. After Napoleon: analyze strains of politics, intellectual life and society leading to 1848 upheaval.

**HIST 376 France from 1848 (3)**

Study significant personalities and political and constitutional issues in French history from the Revolution of 1848 to the present, examining the Second Republic, Second Empire, Third, Fourth and Fifth Republics.

**HIST 382 Hitler's Germany 1890-1945 (3)**

The recent history of Germany focusing on the forces, events and individuals that gave rise to National Socialism and contributed to the decline of Europe into war and revolution.

**HIST 383 The Great War and Its Aftermath (3)**

An analysis of WWI from its origins through 1939, focusing on European participants and how the war led to a series of protracted crises that shaped the 20th century. Issues to be covered include communism, fascism, cultural modernism and gender.

**HIST 384 Three Germanies (3)**

Focused on East and West Germany, examines the political, diplomatic, cultural and social effects of the ideological battle between East and West on Europe from 1945 through 1990.

**HIST 385 History of the Holocaust, 1933 to the Present (3)**

An examination of the intellectual and racial antecedents of the Holocaust, its bureaucracy, operating mechanics for murder and the steps taken toward the "final solution," the elimination of European Jewry.

**HIST 386 Twentieth Century Russia (3)**

A detailed consideration of the establishment of the Soviet Union, its dissolution, and the contemporary role of Russia in the world.

**HIST 388 Imperial Russia, 1700-1917 (3)**

Examines political, economic and cultural changes in imperial Russia from Peter the Great to the fall of the Romanov dynasty in 1917.

**HIST 391 Women in Europe to 1700(3)**

This survey of the history of women from circa 1200 BC-1700 AD examines western institutions and intellectual and religious traditions that controlled and shaped women's lives.

**HIST 392 Women in Europe from 1700 to present (3)**

Women's roles in history, and the opportunities and obstacles offered to women by European social, cultural and political institutions from the Enlightenment to the present.

**HIST 394 European Intellectual History (3)**

A consideration in depth of selected topics in European intellectual history from the Enlightenment to the present

**HIST 396 World History (3)**

One semester thematic course in world history for history secondary-education concentrations; open also to all history majors. May be counted as 300/400 level European or non-western history.

**HIST 397 The Historian's Craft(3)**

An advanced consideration of historical interpretations, method and historiography designed for the liberal arts major. Emphasis area varies depending on the instructor.

**HIST 400 Teaching History in the Secondary Curriculum (1)**

EDFE 120 or EDFE 125 required. Teaching history methods, emphasizing content based history standards at secondary school level. S/U grades.

**HIST 422 Directed Study (1-6)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**HIST 430 Topics in American History (3)**

In-depth examination of various aspects related to American social and cultural history since the American Revolution. Repeatable, maximum of six credits, under different subtitles.

**HIST 480 Seminar in History (3)**

Students will examine a specific topic and write a critical essay incorporating research, historical methodology, analysis and expository skills. Repeatable, maximum of six credits, under different subtitles.

**HIST 489 Modern Europe (3)**

A consideration of European historical development from 1815 to the present, focusing on political, diplomatic and economic matters. Repeatable, maximum of nine credits under different subtitles.

**HIST 492 Internship (1-3)**

Independent, individualized projects jointly directed by faculty supervisors and staff of cooperating office or institution. Repeatable, maximum of six credits.

**HIST 509 Modern Southeast Asia (3)**

Graduates only. An analysis of the historical experience of Vietnamese, Filipinos, Indonesians, Thais and others caught between China/India, religions of the West and East, colonialism/nationalism and traditional vs. modern life-styles.

**HIST 510 Modern China (3)**

Graduates only. An analysis of the Chinese experience from the impact of Western imperialism in the mid-19th century to the present. Emphasizes internal changes in China's political, social, economic and cultural institutions.

**HIST 511 Modern Japan (3)**

Graduates only. An historical analysis of the late Tokugawa period to the present. Emphasizes internal changes in political, social, economic and cultural institutions.

**HIST 512 Seminar in Asian History (3)**

Graduates only. Investigates selected topics in the history of China, Japan, India and Southeast Asia. Repeatable, maximum of six credits, under different subtitles.

**HIST 513 Professional Renewal (1-3)**

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded. Repeatable, under different subtitles.

**HIST 516 Seminar in Latin American History (3)**

Graduates only. Investigates selected topics in Latin American history. May focus on colonial or post-independence period. Repeatable, may be taken two times, under different subtitles.

**HIST 518 Modern Africa (3)**

Graduates only. A study of central issues of modern African history, including social transformation, the emergence of the nation-state, economic underdevelopment and the problem of southern Africa.

**HIST 520 Colonial America 1492 to 1763 (3)**

Graduates only. Investigates topics in the history of colonial and revolutionary America through direct research and/or readings.

**HIST 522 Seminar in Southwest History (3)**

Graduates only. Focus of seminar will be on research and writing topics for the American Southwest from the Spanish period through the territorial period to the statehood period when full admission secured.

**HIST 529 American Indian History (3)**

Graduates only. Covers the American Indian experience from prehistory to the present, emphasizing themes of environment, diversity and perception of native peoples by outside observers.

**HIST 530 Topics in American History (3)**

Graduates only. Investigation of a topic in American history. Content depends on instructor. Repeatable, maximum of 15 credits, under different subtitles.

**HIST 534 Advanced Placement Program in World History (1-3)**

Graduates only. Intensive course in the study and interpretation of world history, designed for secondary school teachers teaching advanced placement courses in world history. Includes writing of model syllabi and extensive historical analysis. S/U graded. Repeatable, no limitations.

**HIST 535 Advanced Placement Program-US History (1-3)**

Graduates only. Intensive course in United States historiography and interpretation, designed for secondary school teachers teaching advanced placement courses in United States history. Includes writing of model syllabi and extensive historical analysis. S/U graded. Repeatable, no limitations.

**HIST 536 Advanced Placement Program in European History (1-3)**

Graduates only. Intensive course in European historiography and interpretation, designed for secondary school teachers teaching advanced placement courses in European history. Includes writing of model syllabi and extensive historical analysis and assessment. S/U graded. Repeatable, no limitations.

**HIST 537 Advanced Study in the History of American Education (3)**

Graduates only. Review of the development of American education from colonial times to the present, focusing on the European roots of the educational system to its impact on America's character.

**HIST 550 Industrial America (3)**

Graduates only. Focus on the industrial transformation of the United States during the late nineteenth century. The economic developments as well as the political, social and cultural ones will be examined.

**HIST 552 History of World War II (3)**

Graduates only. A survey of World War II from the rise of the totalitarian states to the dropping of the atomic bombs, with an emphasis on American military and naval operations.

**HIST 557 Seminar in Medieval and Renaissance History (3)**

Graduates only. A seminar for advanced undergraduate and graduate students that will investigate select topics in Medieval and Renaissance history through research and readings.

**HIST 580 Seminar in History (3)**

Graduates only. Designed to assist M.A. candidates in researching and writing thesis proposals and chapters. Students will also present scholarly papers. Required for all M.A. students writing a thesis.

**HIST 589 Modern Europe (3)**

Graduates only. A consideration in depth of European historical development from 1815 to the present, focusing on political, diplomatic and economic matters. Repeatable, maximum of 15 credits, under different subtitles.

**HIST 600 Introduction to Graduate Historical Study (3)**

Examines the nature of history, historical research and the writing of history.

**HIST 622 Directed Studies (1-6)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**HIST 699 Thesis (1-6)**

Optional for Master of Arts programs on recommendation of the major advisor. S/U graded. Repeatable.

**HON — HONORS PROGRAM**

**HON 100 Honors Connections Seminar I (3)**

A variable content seminar for Honors students only, emphasizing the connections between areas of knowledge such as the Sciences, Arts, Philosophy, History, Literature and Sociology.

**HON 200 Honors Connections Seminar II (3)**

A variable content seminar for Honors students only that will engage them in a concentrated analysis of values and ethics in the context of the times.

**HON 351 Junior Honors Seminar (1-3)**

Consent of instructor. A seminar or tutorial required of juniors in honors. Provides enrichment work in the student's discipline of choice and a start on the senior honors research thesis. Repeatable, maximum of three credits.

**HON 451 Senior Honors Research Thesis (1-3)**

Consent of instructor. Different sections are offered by different departments. Required for senior participants in the Honors Program. Repeatable, maximum of three credits

**HRS — HUMAN REHABILITATIVE SERVICES**

**HRS 394 Practicum in Human Services (1-4)**

Supervised experience in service agency. Supervisor evaluation and written report describing agency experience must be filed with instructor. S/U graded. Repeatable, maximum of eight credits.

**HRS 397 Rehabilitation of the Substance Abuser (3)**

Psychological, biological, sociological and cultural problems related to substance abuse, effects on family and adult children of alcoholics. Emphasis on treatment, multidimensional assessment program development and community resources.

**HRS 490 Career Planning and Placement (3)**

Investigate career development process and sources of occupational information. Focus on developing skills in job development, job analysis and job placement through self-exploration.

**HRS 492 Clinical Internship (1-18)**

Application to Department one semester before registration. Supervised experience in service agency. Time participation in an approved setting. Minimum of 600 clock hours over the 18 credit hours. S/U graded. Repeatable, maximum of 18 credits.

**HRS 580 Rehabilitation Principles and Case Management (3)**

Introduction to comprehensive rehabilitation history, philosophy, legislation and process. Details role and functions of case management and coordination with community, government and industry.

**HRS 581 Vocational Evaluation and Assessment of People with Disabilities (3)**

Basic principles in vocational evaluation and assessment of persons with disabilities. Skills development in use of various testing instruments, methods and effective interpretation of results.

**HRS 585 Occupational Information and Job Placement (3)**

Presents theories of vocational choice and use of labor market information. Identifies job analysis, development and placement practices for successful transitions of handicapped client to gainful employment.



**HRS 595 Special Topics in Rehabilitation (1-4)**

Course designed to investigate a specific aspect of rehabilitation. Repeatable, maximum of nine credits, under different subtitles.

**HRS 597 Counseling and Treatment of the Substance Abuser (3)**

This course will provide advanced work in the area of substance abuse treatment and counseling. Instruction in treatment modalities, explore research topics and build counseling techniques appropriate for this population.

**HRS 601 Practicum in Rehabilitation (1-4)**

Supervised professional activity in student's major field; approximately 37 clock hours of work per credit. Two copies of well written paper must be filed before credit is given. Repeatable, no limitations.

**HRS 604 Family, Cultural and Psychological Aspects of Disability (3)**

Develop an understanding of and sensitivity to the psychological, social, interpersonal, family and cultural aspects of and adjustments to disability, including successful vocational outcomes.

**HRS 605 Medical Aspects of Disability (3)**

Appraises medical implications in rehabilitation: nature, cause, treatment, limitation, progress, social and occupational aspects of injury, medical terminology and the role of medical specialist.

**HRS 610 Interpretation and Evaluation of Behavioral Research (3)**

Understanding of applications of appropriate statistical techniques and necessary skills for interpretation and evaluation of research in human services. Emphasizes basic concepts, design and utilization of behavioral research.

**HRS 622 Directed Studies in Human Rehabilitation (1-4)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**HRS 630 Human Services Counseling Theories and Techniques (3)**

Analyze counseling theories as they are applied to human services. Develop basic counseling skills.

**HRS 631 Group Processes in Rehabilitation (3)**

An integrated perspective of the stages of groups, basic concepts and goals of groups with rehabilitation clients.

**HRS 650 Human Resources System (3)**

Addresses leadership issues in human resource planning, management and development necessary for achieving responsible change. Examines various organizational components and their interrelationship and interdependence with other organization systems.

**HRS 659 Seminar in Rehabilitation Counseling Supervision (3)**

An investigation of the major approaches to counseling supervision intended to increase the student's understanding of clinical supervision as it relates to rehabilitation counselor training.

**HRS 692 Clinical Internship in Rehabilitation (1-18)**

Prerequisites: HRS 630, HRS 694. Consent of instructor. Field experience for qualified Rehabilitation Counseling majors at approved locations. Written application to faculty internship supervisor at least one semester before registration. S/U graded. Repeatable, maximum of 18 credits.

**HRS 694 Supervised Counseling in Human Services (6)**

Prerequisite: HRS 630. Meets minimum of 12 hours per week. Qualified human services majors engage in counseling interviews and activities under the supervision of one or more university staff members. S/U graded.

**HRS 695 Seminar in Foundations of Human Rehabilitation (3)**

This graduate seminar will focus on core issues confronting the field of rehabilitation. Issues will be examined from a historical, theoretical and research perspective.

**HRS 696 Advanced Rehabilitation Counseling Theories and Approaches (3)**

Prerequisite: HRS 630 or equivalent. Consent of instructor. Major counseling theories are comprehensively reviewed in terms of their utility with individuals who have disabilities and in order to enhance student preparation for rehabilitation counselor education and supervision.

**HRS 706 Advanced Seminar in Psychosocial Aspects of Disability (3)**

Theoretical and conceptual frameworks of adjustment of various disabling conditions are comprehensively investigated. A thorough review of the research literature regarding psychosocial aspects of disability will be undertaken.

**HRS 755 Supervised Practicum in College Teaching (3)**

Majors only. Experiences in observation and supervised practice in teaching at college or university level. Repeatable, maximum of nine credits.

**HRS 757 Advanced Seminar in Rehabilitation Administration (3)**

Majors only. Students will receive supervised experience in administration, program planning, evaluation and grant writing. Approximately 150 clock hours per semester are required for three credits. Repeatable, maximum of nine credits.

**HRS 759 Advanced Practicum in Rehabilitation Counseling Supervision (3)**

Majors only. Students receive supervised experience in studying problems in training rehabilitation counselors. Approximately 150 clock hours per semester required for three credits. Repeatable, maximum nine credits.

**HRS 797 Doctoral Proposal Research (1-4)**

Majors only. Required of doctoral students. Students must earn 4 hours of credit towards doctoral degrees before candidacy. S/U graded. Repeatable, maximum four credits.

**HRS 799 Doctoral Dissertation (1-12)**

Majors only. Required of doctoral candidates. Students must earn 12 hours of dissertation credit for doctoral requirements. S/U graded. Repeatable, no limitations.

**HRS 999 Graduate School Continuous Registration (1)**

To permit a graduate student to continue making progress in a degree program. S/U graded. Repeatable, no limitations.

**HUM — HUMANITIES****HUM 120 Introduction to Film (3)**

(3 lecture, 1 film screening) Co-requisite: HUM 121. Learn to analyze film and appreciate film as art by looking at a variety of styles, genres, and ideological directions in Hollywood and non-Hollywood films. (LAC, gtP)

**HUM 121 Screening for Hum 120 (0)**

Co-requisite HUM 120. Required once per week screening time to complement Hum 120.

**HUM 130 Introduction to Cultural Studies (3)**

Survey of foundational texts in the interdisciplinary field of Cultural Studies and an examination of specific applications of these theories and methods to material cultural artifacts. (LAC, gtP)

**HUM 210 History of Film I (3)**

(3 lecture, 1 film screening) Prerequisite: HUM 120, Co-requisite: HUM 220. A survey of film history from pre cinema to the creation of the Production Code that examines innovations in technology and formal developments in narrative, editing, cinematography, and sound.

**HUM 211 History of Film II (3)**

(3 lecture, 1 film screening) Prerequisite: HUM 120, Co-requisite: HUM 221. A survey of film history from the creation of the Production Code to the present that examines historical shifts, transitions, and innovations, including the stabilization of national cinemas and postwar movements.

**HUM 220 Screening for Hum 210 (0)**

Co-requisite HUM 210. Required once per week screening time to complement Hum 210.

**HUM 221 Screening for Hum 211 (0)**

Co-requisite HUM 211. Required once per week screening time to complement Hum 211.

**HUM 231 Images of Women in Literature and the Arts (3)**

Investigation of stereotypes, dreams, roles and goals of women manifested in creative works by and about women. (LAC, gtP)

**HUM 320 Topics in Film (3)**  
(3 lecture, 1 film screening) Prerequisite: HUM 120, Co-requisite: HUM 321. Study of a particular area of film criticism, history, or theory, considering classical and contemporary debates. Repeatable, maximum of nine credits, under different subtitles.

**HUM 321 Screening for HUM 320 (0)**  
Corequisite: HUM 320 Required once per week film screening time to complement HUM 320.

## HUSR — HUMAN SERVICES

### HUSR 205 Introduction to Human Services (3)

Interdisciplinary orientation to human services systems worldwide. Historical developments, populations served, career opportunities, controversial issues, ethics. Special emphasis on topics and occupations in community health, gerontology and rehabilitation.

### HUSR 209 Foundations of Health Promotion/Health Education (3)

Overview of the field of health promotion/education including: evolution of the profession, health theories and models, functions/skills of health educators, current programs and settings for practice.

### HUSR 236 Health Issues in Aging (3)

This course examines the psychosocial and biomedical dimensions that affect the health of our aging population. Current theories and empirical evidence-based research will also be examined and discussed.

### HUSR 299 Community Health Systems (3)

Investigation and discussion of community organization, major community health problems and the role and function of various community agencies, programs and services related to problem resolution.

### HUSR 300 Human Services Helping Skills (3)

Study and develop effective interpersonal communications and human relations skills for human service workers.

### HUSR 330 Health Promotion/Health Education Techniques (3)

Prerequisites: HUSR 209. Course provides opportunity to learn and apply specific health promotion/education techniques such as risk assessment, individual educational plans, small group techniques, mass media, lectures and community organization campaigns.

### HUSR 342 Modern Concepts of Health and Disease (3)

This course is designed to discuss the etiology, treatment and control of the most significant diseases that affect the population of the United States today.

### HUSR 350 Introduction to Environmental Health (3)

Discussion of the relationships of environmental pollution to the ecosystem and health of humans. Analyze major areas of environmental pollution: water, air, solid wastes, pesticides, radioactive wastes and population.

### HUSR 380 Rehabilitation Principles and Case Management (3)

Introduction to comprehensive rehabilitation history, philosophy, legislation and process. Details role and functions of case management and coordination with community, government, industry.

### HUSR 385 Working with Families in Rehabilitation (3)

Prerequisite: HUSR 205 or consent of instructor. Provides an analysis of relevant issues and critical problems concerning the effective utilization of family members in rehabilitation. Concerns of families in different cultures are addressed.

### HUSR 410 Human Services Program Planning and Evaluation (3)

Theories and practices of program planning and evaluation in human services, including planning models and procedures, needs assessment and evaluation design, data collection and analysis. Community based project required.

### HUSR 422 Directed Studies in Human Services (1-4)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

### HUSR 460 Community Resources for the Elderly (3)

Direct service community-based learning required. Review needs of older persons in the community and evaluate the continuum of long-term care resources available, service gaps, program models, and funding mechanisms.

### HUSR 470 Client Assessment (3)

Basic principles and practices utilized in vocational assessment. Emphasis on the unique interpretation necessary for handicapping conditions and special adaptations of assessment tools for persons with disabilities.

### HUSR 485 Medical/Psychological Aspects of Disability for Human Service Workers (3)

Juniors or above. An introduction to the nature of specific disabling conditions as well as various disease entities common among human service clients.

### HUSR 492 Internship in Human Services (1-12)

Consent of instructor. Supervised experience in health and human services organizations allows students to apply concepts of direct service, management and leadership necessary for responsible occupations in organizations. S/U graded, repeatable.

### HUSR 495 Special Topics in Human Services (1-4)

Course designed to investigate a specific aspect of Human Services. Repeatable, maximum of nine credits.

## ID — INTERDISCIPLINARY STUDIES

### ID 108 Freshman Workshop (1-3)

Study topics relevant to the freshman's transition into the academic community. Emphasis on critical thinking, writing, and problem-solving skills. Repeatable, under different subtitles.

### ID 308 Workshop (1-3)

Study problems in education, with area covered in any one workshop determined by title. Repeatable, under different subtitles.

### ID 420 Legal Research and Writing (3)

Develop knowledge, skills and attitudes for legal research and writing. Emphasis is on practical skills which are helpful to think like an attorney about the law.

### ID 508 Workshop (1-3)

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

### ID 513 Professional Renewal (1-4)

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded. Repeatable, under different subtitles.

## INTR — INTERPRETER

### INTR 101 Advanced ASL 1 (3)

This lecture/lab course focuses on the analysis and application of specific parameters of ASL, such as: classifiers, nonmanual markers, Fingerspelling and numbers.

### INTR 102 Advanced ASL 2 (3)

Prerequisites: INTR 101 This lecture/lab course will increase the student's use of grammatical features of ASL, and introduce new grammatical features, such as the complex use of spatial structuring and register variations.

### INTR 103 ASL for Interpreters 1 (3)

Prerequisite: INTR 102 Focuses on the development of syntactic/semantic competence in ASL with particular attention to narrative discourse and lexical and semantic equivalents for multiple meaning English lexical items.

### INTR 111 ASL Linguistics (3)

Prerequisites: INTR 101 Investigates the structural properties of ASL including phonology, morphology, syntax, semantics, and discourse. Focus is given to how visual languages differ and are similar to spoken languages.

**INTR 112 Theory and Practice of Interpreting (3)**

Prerequisite: INTR 102, INTR 111 This course examines the work of interpreters from a variety of theories relating to role, function and process and provides an understanding of how these theories impact day-to-day interpreting work.

**INTR 113 Discourse Analysis (3)**

Prerequisite: INTR 103. In this course, students study discourse by analyzing the context and intentions of the people within various communication events.

**INTR 115 Portfolio Assessment 1 (1)**

Prerequisites: INTR 112, INTR 113 In this course, students are presented with a structured method for synthesizing evidence of learning and accomplishments into a format collection or portfolio.

**INTR 204 ASL for Interpreters 2 (3)**

Prerequisite: INTR 103 This course focuses on the development of public speaking skills in ASL, with particular attention to expressing texts in consultative and formal register.

**INTR 205 ASL Numbers and Fingerspelling Lab (1)**

This lab focuses on receptive and expressive competence in ASL numbers and Fingerspelling in the context of natural language use.

**INTR 210 ASL and English Contrastive Analysis (2)**

Prerequisite: INTR 111 Student compares and contrasts the differences between ASL and English texts with attention to discourse markers, tense, pronominalization, role shifting, cohesion, coherence, topic shifts, nonverbal/non-manual behavior, affect and register.

**INTR 211 Critical Thinking and Analysis Skills for Interpreters (3)**

Prerequisites: INTR 112, INTR 113, INTR 210 Through application of the Demand-Control Schema, students explore and negotiate the contexts in which interpreting occurs, question roles and responsibilities, and address situational issues arising in mediated communication events.

**INTR 215 Portfolio Assessment 2 (1)**

Prerequisites: INTR 115, INTR 211 In this course, students continue developing their professional portfolio with emphasis on evidence in Domain 4 (Interpreting Skills) and Domain 2 (Human Relations).

**INTR 220 Interpreting Skills-Development 1 (3)**

Prerequisite: INTR 211 This lecture/lab course engages students in the development of consecutive interpreting skills, focusing on further development of processing skills associated with interpreting.

**INTR 225 Interpreting Skills Lab 1 (2)**

Either as pre- or co requisite: INTR 220 This lab focuses on the mental processing skills of consecutive and simultaneous interpretation, including visualization, listening and comprehending, shadowing, paraphrasing, abstracting, dual task training and cloze skills.

**INTR 311 Community and Identity: A Service Learning Experience (2)**

Prerequisite: INTR 102, INTR 103 Students explore the structure of community and how involvement in community contributes to self awareness, identity, human relations and civic responsibility.

**INTR 312 Intercultural Communication (3)**

Prerequisite: Deaf Culture Course preferred This course focuses on discourse and interpreting in a cultural context. Students examine definitions of culture and how identity and culture orientation contribute to conflict/contact in cross-cultural situations.

**INTR 315 Portfolio Assessment 3 (1)**

Prerequisites: INTR 215, INTR 312, INTR 326 In this course, students continue developing their professional portfolio with emphasis on evidence in Domain 5 (Professionalism) and a review of evidence in all Domains.

**INTR 320 Interpreting Skills Development 2 (3)**

Prerequisites: INTR 325 This lecture/lab course engages students in the development of simultaneous interpreting skills, focusing on further development of the dual tasking skills associated with interpreting.

**INTR 325 Interpreting Skills Lab 2 (2)**

Prerequisites: INTR 225 Focus is on the application of interpreting skills to a variety of texts involving variables that must be managed by the student as part of the interpreting process.

**INTR 326 Interpreting Skills Lab 3 (2)**

Prerequisite: INTR 220 Continued focus on the application of interpreting skills with increasing difficulty based on the complexity of factors to be managed by the student as part of the interpreting process.

**INTR 330 Observation Supervision 1 (2)**

Prerequisite: INTR 211 Coursework examines the settings in which interpreting occurs and engages students in the systematic analysis of factors impacting different settings through the lens of the Demand-Control Schema.

**INTR 331 Observation-Supervision 2 (2)**

Prerequisite: INTR 326 Students examine interpreting settings and shadow working interpreters for the purpose of further and deeper analysis of factors impacting different settings through the lens of the Demand-Control Schema.

**INTR 401 Professional Decision-Making for Interpreters (3)**

Prerequisites: INTR 211, INTR 330, INTR 320 This course engages students in an exploration of professional identity and becoming part of a profession, focusing on the application of ethical standards and practices to the profession.

**INTR 405 Supervision of Interpreting Systems (3)**

Prerequisites: INTR 112, INTR 311 or certified member in RID or EIPA 4.0 or higher. This course focuses on supervision of interpreting systems. Students examine core skills shared by supervisors and analyze strategies that promote effective communication and resolve conflict in the workplace.

**INTR 406 Leadership in Interpreting (3)**

Prerequisites: INTR 112, INTR 311 or certified member in RID or EIPA 4.0 or higher. This course introduces the major theories and concepts of leadership and their application to the field of interpreting and explores the link between leadership, ethics, and values.

**INTR 425 Interpreting Skills Lab 4 (2)**

Prerequisites: INTR 320, INTR 326 Continued focus on the application of interpreting skills with increasing difficulty based on the complexity of factors to be managed by the student as part of the interpreting process.

**INTR 426 Interpreting Skills Lab 5 (2)**

Prerequisites: INTR 425, INTR 492 This class involves the completion of a detailed diagnostic assessment of students' work and focuses attention on improving five of the specific skills identified in the diagnostic assessment report.

**INTR 430 Interpreting in K-12 (3)**

Prerequisites: INTR 211, INTR 220 This course introduces students to interpreting in the K-12 setting and provides an overview of public education and deaf education practices in the United States.

**INTR 431 K-12 Language and Learning (3)**

Prerequisite: INTR 430 Course examines child development and the acquisition of a first language for both hearing and deaf children. Students gain understanding of children's growth and development and the role of language.

**INTR 432 K-12 Curriculum Methods and Tutoring Techniques (3)**

Prerequisites: INTR 430, INTR 431 Students explore the framework that guides the educational process in our public schools (State Standards Curriculum) and to learning theories and learning styles which influence current instructional methods and trends.

**INTR 433 K-12 Communication Assessment (3)**

Prerequisites: INTR 431, INTR 432 This course investigates languages and communication modes used in public school settings, with a focus on those used by deaf students.

**INTR 440 Introduction to Community Interpreting (3)**

Prerequisite: INTR 326 The focus of this course is on the nature and structure of interpreting within the general community, with particular attention to the work of freelance or agency-based interpreters.



**INTR 441 Community Interpreting Skill Development 1 (3)**

Prerequisites: INTR 425, INTR 440 This skills course focuses on community-based interpreting. Students engage in a range of skill development activities that increase interpreting competence in social service, employment, and medical settings.

**INTR 442 Community Interpreting Skill Development 2 (3)**

Prerequisites: INTR 440, INTR 441 Students engage in a range of skill development activities that increase interpreting competence in mental health, vocational rehabilitation, recreational, and performing arts settings.

**INTR 443 Interpreting Via Distance Technologies (3)**

Prerequisite: INTR 425 Students will engage in range of skill development activities that increase interpreting competence as applied and delivered through distance technologies.

**INTR 460 Ethics in Leadership (3)**

This course will address the central issues of moral philosophy from the perspective of leadership studies. It seeks to identify and understand moral challenges that are peculiar to leaders.

**INTR 461 Conducting Diagnostic Assessments for ASL-English Interpreters (3)**

This course provides supervisors of interpreters, lead interpreters and/or mentors with a common system for conducting skills performance assessments.

**INTR 470 Skill Performance Assessment for Working Interpreters**

Prerequisite: acceptance into the Diagnostic Assessment Series or permission of the instructor. This course involves a detailed diagnostic assessment of student work for the purpose of identifying patterns of performance that need to be enhanced or improved towards the goal of more accurate and reliable interpretation from ASL to English and English to ASL. Students will be introduced to a system of discourse analysis intended to help interpreters achieve a greater degree of understanding of the meaning of various ASL and English texts. As well, students will learn a system of self-assessment and peer review and feedback. All students will engage in skill development activities related to semantic awareness and semantic equivalence as the foundation for continuing skill development related to additional patterns in the next two courses within the strand of study.

**INTR 471 Skill Development for Working Interpreters I (3)**

Prerequisite: INTR 470. This course engages students in improving three of the specific skills identified in the students' Diagnostic Assessment report from INTR 470 through a series of guided learning activities supported by practice activities, online discussion, periodic self-assessment, peer review, and feedback. Students will explore a variety of resources available for

engaging in skill development and utilize selected materials as part of practice activities. Practice activities will engage students in applying principles of discourse analysis and content mapping for the purpose of understanding message meaning, message coherence and message equivalency towards the goal of generating more accurate and reliable interpretations.

**INTR 472 Skills Development for Working Interpreters II (3)**

Prerequisite: INTR 471. This course will guide students through skills development practice exercises related to two knowledge rich interpreting skills one related to ASL to English performance and one related to English to ASL performance.

**INTR 480 Overview of Interpreting in the American Judicial System (4)**

Prerequisites: INTR 211, INTR 220 This course introduces students to the American Judicial System including the scope and jurisdiction of federal and state courts and an overview of the civil and criminal court process.

**INTR 481 Civil Litigation (3)**

Prerequisite: INTR 480 This course provides students with a foundation in civil law, procedure and systems.

**INTR 482 Criminal Law (4)**

Prerequisites: INTR 480, INTR 481 this course examines criminal law and procedure and the implications of criminal procedure and legal language on the interpreting process.

**INTR 483 Internship: Skills Development for Legal Interpreters (4)**

Prerequisites: INTR 480, INTR 481, INTR 482 or permission of Instructor This course provides the student with a firm foundation in the tasks of interpreting legal texts and guides the practicum experience.

**INTR 492 Internship for Interpreters (4)**

Prerequisite: INTR 326 Students will work within a range of interpreting settings, such as educational, social services, personal business, health care and civic/recreational under the supervision of a certified mentor.

**INTR 505 Supervision of Interpreting Systems (3)**

This course focuses on supervision of interpreting systems. Students examine core skills shared by supervisors and analyze strategies that promote effective communication and resolve conflict in the workplace.

**INTR 506 Leadership in Interpreting (3)**

This course introduces the major theories and concepts of leadership and their application to the field of interpreting. It will explore the link between leadership, ethics, and values.

**INTR 560 Ethics in Leadership (3)**

This course addresses central issues of moral philosophy, seeking to identify and understand moral challenges peculiar to leadership. Ethical problems taking on a particular guise in leadership contexts are explored.

**INTR 561 Conducting Diagnostic Assessments for ASL-English Interpreters (3)**

This course provides supervisors of interpreters, lead interpreters and/or mentors with a common system, along with the tools and resources needed to effectively conduct skills-based diagnostic assessments.

**JAPN — JAPANESE**

Note: Not all Japanese courses are offered on a regular basis. Consult the Department of Foreign Languages for current offerings.

**JAPN 101 Elementary Japanese I (5)**

For students with no previous Japanese. Conversational Japanese using oral techniques with reading and writing skills. Stresses comprehension, structure, pronunciation, fluency and cultural awareness. (LAC)

**JAPN 102 Elementary Japanese II (5)**

Prerequisite: JAPN 101. Continuation of JAPN 101. Conversational Japanese using oral techniques with reading and writing drills. Stresses comprehension, structure, pronunciation, fluency and cultural awareness. (LAC)

**JAPN 116 Contemporary Japan (3)**

Become familiar with the culture and society of Japan with special emphasis on contemporary Japanese issues. Conducted in English. (LAC)

**JAPN 201 Intermediate Japanese I (3)**

Prerequisite: JAPN 102 or equivalent. Review language structures and develop reading and writing skills. Conducted in Japanese. (LAC, gTP)

**JAPN 202 Intermediate Japanese II (3)**

Prerequisite: JAPN 201 or equivalent. Review language structures and develop reading and writing skills. Gain vocabulary. Conducted in Japanese. (LAC, gTP)

**JAPN 422 Directed Studies (1-4)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**JMC — JOURNALISM AND MASS COMMUNICATIONS****JMC 100 Introduction to Journalism and Mass Communications (3)**

The economic, social and legal forces shaping media content today; how our perception of mass media is a reflection of their history and current function.

**JMC 210 Newswriting (3)**

Prerequisite: ENG 122 with a "C" or higher and either JMC 100 or consent of instructor. Functional typewriting skill (25 wpm). Sharpen skills and judgment in reporting and writing for broadcast and non-broadcast mass media.

**JMC 241 Radio Production and Broadcast Announcing (3)**

Majors only. Learn to write and produce basic radio programming and to effectively announce over radio and television.

**JMC 312 Reporting Contemporary Issues (3)**

Prerequisite: JMC 210 or instructor's permission. How to identify, research, analyze and report contemporary public issues of importance and interest. Emphasis on in-depth and investigative reporting.

**JMC 340 Broadcast Newswriting (3)**

Prerequisite: JMC 210. Majors only. News for the ear and for the television camera eye; radio, television and cable newscasts.

**JMC 342 Television Production (4)**

Consent of instructor. Majors only. Learn the terminology, procedures and skills of basic studio television production. Application of techniques to the production of programs.

**JMC 345 Broadcast Advertising and Promotion (3)**

Majors and minors only. The skills and techniques necessary in the preparation and production of broadcast advertising and promotion developed through practical training in the writing of commercials and announcements.

**JMC 350 News Editing and Layout (3)**

Prerequisite: JMC 210. Majors only. Copy editing, headline writing and the graphic concepts needed to produce attractive and readable designs for print media. Application of skills involved in the selection and judgment of news.

**JMC 380 Public Relations (3)**

Majors and minors only. Consent of instructor needed for recreation majors. The concepts, procedures and theories behind public relations work. Examine current practices in business, government and other settings.

**JMC 385 Media Planning and Research (3)**

Majors only. A managerial approach to the study of media research and media planning strategies. Methods and procedures used in the planning and evaluation of the media mix will be examined.

**JMC 387 Advertising Copywriting (3)**

Prerequisite: JMC 210. Majors only. Advertising from the copywriter's standpoint; planning and writing creative strategies. Create copy for broadcast and print media and learn illustration and layout concepts.

**JMC 390 Impact of Mass Communications on Society (3)**

The effects and roles of media content and media industries in contemporary society; the current state of media effects theory and research.

**JMC 397 History of Mass Communications (3)**

Survey of the cultural, technological and economic evolution of the mass media, with emphasis on issues and trends in mediated communications.

**JMC 404 Practicum (1-3)**

By arrangement with advisor. Incorporate discipline specific skills in practical working situations on-campus. Repeatable, maximum three credits.

**JMC 408 Special Topics (3)**

Current issues or problems in journalism and mass communications. Repeatable, under different subtitles.

**JMC 410 Advanced News and Feature Writing (3)**

Prerequisite: JMC 210 and JMC 350. Majors and minors only. Covering news beats, C-SPAN events. Researching and writing features, editorials and columns for all media.

**JMC 422 Directed Study (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**JMC 443 Electronic Field Production (4)**

Prerequisite: JMC 342. Consent of instructor. Majors only. Principles and techniques of videography, field reporting and video editing.

**JMC 444 Cable Television Production (3)**

Prerequisites: JMC 342, JMC 443. Consent of instructor. Majors only. Practical application of visual communication skills in producing television news programming.

**JMC 460 Media Management (3)**

Majors only. Procedures, issues and responsibilities that must be mastered by managers of newspapers and radio and television stations.

**JMC 481 Public Relations Techniques (3)**

Prerequisites: JMC 210, JMC 380. Majors only. Effective tools and techniques used by the professional public relations practitioner.

**JMC 485: Media Ethics (3)**

Prerequisite: JMC 100 Majors and minors only. Explores ethical theory and ethical decision-making tools as they relate to dilemmas in the media professions.

**JMC 492 Mass Communications Internship (1-3)**

Prerequisite: JMC 342 or JMC 350. Consent of advisor. Majors only. Off-campus work experience in a professional media enterprise specific to the student's major emphasis. Repeatable maximum three credits.

**JMC 495 Television Criticism (3)**

Critically evaluate television's performance as an informative, persuasive, entertaining, socializing, and culture-transmitting medium.

**JMC 497 Mass Communications Law (3)**

Seniors or above. Current and perennial ethical and legal issues in journalism and mass communications media that affect journalists, media management and the public.

**LIB — UNIVERSITY LIBRARIES****LIB 150 Introduction to Undergraduate Research (1)**

Students will gain active learning experience in managing information in a dynamic research environment. Includes skills in identifying, retrieving, organizing, and evaluating information necessary for academic research and postgraduate careers.

**LIB 175 Internet Search Strategies for Undergraduates (1)**

Overview of the internet and its resources and services. Introduction to academic resources on the internet.

**LIB 201 Power & Control in an Information Society (3)**

Examines the importance of personal and institutional power in the creation, organization, and accessibility of information in contemporary western societies. (LAC, gTP)

**LIB 250 Introduction to Information Literacy (3)**

Designed to allow students an in-depth opportunity to explore the implications of our information rich society and to learn to use critical thinking skills in evaluating this wealth of information.

**LIB 392 Internship (1-3)**

Provides opportunities for students to obtain practical experience with supervised, but self-directed, scholarly research. Repeatable, maximum of six credits.

**LIB 395 Special Topics in Information Science (1-3)**

Prerequisites: LIB 250 or consent of instructor. Opportunities to explore the knowledge base and theoretical framework (and its application) of information in specific fields of study. Repeatable, under different subtitles.

**MAS — MEXICAN AMERICAN STUDIES****MAS 100 Introduction to Mexican American Studies (3)**

Introduces issues impacting the Mexican American populations. Provides an overview of issues in education, gender, demographics, health, immigration and border patterns, and the environment. (LAC, gTP)

**MAS 110 Contemporary Chicano Literature (3)**

Provides students with understanding of literature written by Chicano authors. Focus on major works of fiction, theater, poetry, autobiography. Socio-historical context plus cultural images, style, structure, technique, themes studied. (LAC, gTP)

**MAS 225 Latina/Latino History (3)**

Prerequisite MAS 100. Will examine the historical and historiographical trend lines of the Latino experience. Among the issues to be explored: identity, heritage, language, gender roles. May be taken once as either MAS 225 or HIST 225.

**MAS 275 Education of Mexican American Students (3)**

Prerequisite: Completion of 30 undergraduate credits. The course will inform students who plan to teach about current research and knowledge concerning the schooling experience of Mexican American students.

**MAS 280 Topics in Chicana/Chicano Art and Culture (3)**

An in-depth study of issues and topics in Chicana/Chicano art and culture. May focus on specific periods, issues, forms, artists, and/or authors. Repeatable, two times, under different subtitles.

**MAS 301 Mexican American Politics and Leadership (3)**

Prerequisite MAS 100. Examines the political behavior of Mexican American populations in the U.S. from 1950 to present. Provides students with an understanding of linkages between political behavior, electoral processes and public policy.

**MAS 337 Chicana/o Literature and Theory (3)**

Prerequisite: MAS 100, MAS 110 or ENG 236. Can be taken either as MAS 337 or ENG 337. In-depth study of contemporary Chicana/o literature and theory. Course will be thematic and will focus on the disciplinary and cultural connections between the literary, the aesthetic, and the theoretical. Repeatable, two times, under different subtitles.

**MAS 346 Chicana/o Theory (3)**

Prerequisites: MAS 100 or ENG 250 or ENG 345. An in-depth study of issues and topics in Chicana/o theory and related fields. May focus on specific periods, specific issues, and/or specific authors. Repeatable, two times, under different subtitles.

**MAS 395 Topics in Gender Issues (3)**

Prerequisite: MAS 100. This course provides an in-depth examination of the impact of gender on all aspects of the lives of Mexican Americans. Repeatable, two times, under different subtitles.

**MAS 422 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**MAS 450 Research Internship in Mexican American Studies (4)**

Seniors only. In this course students learn qualitative research methods to conduct field studies, at internship sites, on topics relevant to the Mexican American community.

**MAS 508 Workshop (1-3)**

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

**MAS 513 Professional Renewal (1-3)**

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded. Repeatable, under different subtitles.

**MAS 622 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**MATH — MATHEMATICS****MATH 023 Intermediate Algebra (3)**

Elementary concepts of algebra including quadratic equations, the function concept and systems of linear equations. "This basic skills course does not count for university credit nor in the GPA."

**MATH 120 Mathematics and Liberal Arts (3)**

Prerequisite: Minimum of one full year of high school algebra with a grade of "C" or better (C- is not acceptable). Non-majors only. Learn about several topics in mathematics through intuitive presentation to help those who want to know more about mathematics. Not open to mathematics majors and minors. (LAC, gtP)

**MATH 124 College Algebra (4)**

Prerequisite: Full year of modern, second year high school algebra with the grade of "C" or better (C- is not acceptable). Treat quadratic, exponential and logarithmic functions. Topics from matrices and the theory of equations. (LAC, gtP)

**MATH 125 Plane Trigonometry (3)**

Prerequisite: MATH 124 or equivalent High School course with grade of "C" or better (C- is not acceptable). Study circular functions and their applications, inverse trigonometric functions and identities and cover complex numbers through DeMoivre's Theorem. (LAC, gtP)

**MATH 127 Elementary Functions (4)**

Prerequisite: Full year of modern, second year high school algebra with the grade of "B" or better. Develop those skills required in calculus, including polynomial functions, exponential and logarithmic functions, trigonometric functions, vectors, analytic geometry and polar coordinates. (LAC, gtP)

**MATH 131 Calculus I (4)**

Prerequisite: High school mathematics up to and including trigonometry (with a grade of "C" or better (C- is not acceptable) or college-level trigonometry or elementary functions (grade of "C" or better (C- is not acceptable)). First course in a three course sequence in calculus. Differentiation and related concepts, applications of derivatives, including exponential, logarithmic and trigonometric functions. (LAC, gtP)

**MATH 132 Calculus II (4)**

Prerequisite: MATH 131 with the grade of "C" or better (C- is not acceptable). Second course in three course sequence in calculus. Integration and applications of integration, sequences and series. (LAC, gtP)

**MATH 176 Topics in Calculus (3)**

Prerequisite: MATH 124 or MATH 175 or equivalent; or two years of high school algebra with a grade of "C" or better (C- is not acceptable). Techniques and applications of differential and integral calculus with an emphasis on applications to economics and business.

**MATH 181 Fundamentals of Mathematics I: Number and Operations (3)**

First of three courses designed for prospective elementary teachers. Emphasizes the real number system and arithmetic operations. Explorations focus on mathematical structures and subsets of real numbers, via patterns, relationships, and properties. Content presented using problem solving and exploration. (LAC, gtP)

**MATH 182 Fundamental Mathematics II: Algebra, Probability and Data Analysis (3)**

Prerequisite: MATH 181 with "C" or better. Second of three courses designed for prospective elementary teachers. Emphasizes algebra, probability, and data analysis. Explorations focus on representing, analyzing, generalizing, formalizing, and communicating patterns and probabilities. (LAC, gtP)

**MATH 221 Elementary Linear Algebra (3)**

Prerequisite: MATH 132 with the grade of "C" or better (C- is not acceptable). Vector spaces, linear transformations, matrices, determinants, eigenvalues and eigenvectors, applications.

**MATH 228 Discrete Mathematics (3)**

Prerequisite: MATH 131 with the grade of "C" or better (C- is not acceptable). A survey course of non-calculus based mathematics used extensively in computer science and other disciplines. Study sets, types of proofs, logic, recursion and related topics.

**MATH 233 Calculus III (4)**

Prerequisite: MATH 132 with the grade of "C" or better (C- is not acceptable). Third course in a three course sequence in calculus. Differentiation and integration of functions of several variables, vector functions, parametric equations, Green's Theorem.

**MATH 283 Fundamental Mathematics III: Geometry and Measurement (3)**

Prerequisite: MATH 182 with grade of "C" or better (C- is not acceptable). Third of three courses designed for prospective elementary teachers. Emphasizes development of spatial reasoning in geometry and measurement. Explorations focus on two- and three-dimensional shapes, their properties, measurements, constructions, and transformations.



**MATH 321 Introduction to Abstract Algebra I (3)**

Prerequisites: MATH 221 and MATH 228 with the grade of "C" or better (C- is not acceptable). An introduction to abstract algebra. Topics will include: basic number theory, group theory, geometrical connections and mappings.

**MATH 322 Introduction to Abstract Algebra II (3)**

Prerequisites: MATH 321 with a grade of "C" or better (C- is not acceptable). A continuation of MATH 321. Topics will include: rings, integral domains, fields and Galois theory.

**MATH 335 Differential Equations I (3)**

Prerequisite: MATH 233 with the grade of "C" or better (C- is not acceptable). Study the theory and solutions of ordinary differential equations including applications.

**MATH 336 Differential Equations II (3)**

Prerequisite: MATH 335 with the grade of "C" or better (C- is not acceptable). Continuation of MATH 335. The existence and uniqueness theory, systems of equations, boundary value problems and an introduction to partial differential equations.

**MATH 341 Introduction to Modern Geometry I (3)**

Prerequisites: MATH 228 with the grade of "C" or better (C- is not acceptable). Explores Euclidean and non-Euclidean geometries from multiple perspectives, with an emphasis on developing problem solving, communication, and logical reasoning skills.

**MATH 342 Introduction to Modern Geometry II (3)**

Prerequisites: MATH 221, MATH 228 and MATH 341 with a grade of "C" or better (C- is not acceptable), or consent of instructor. Continuation of Math 341. This course will continue the study of the foundations of geometry, exploring Euclidean and non-Euclidean geometries.

**MATH 350 Elementary Probability Theory (4)**

Prerequisite or concurrent enrollment in MATH 132. An introduction to probability. Topics include descriptive techniques, regression counting techniques, probability random variables, probability distributions, mathematical expectations, moment generating functions, transformations, point estimation, confidence intervals and hypothesis testing.

**MATH 351 Elementary Statistics Theory (3)**

Prerequisite: MATH 350; MATH 233 (or concurrent enrollment) with a grade of "C" or better (C- is not acceptable). A continuation of MATH 350. Learn about jointly distributed random variables, central limit theorem, sampling distributions, properties of estimation, confidence intervals and tests of hypothesis.

**MATH 375 Elementary Numerical Analysis (3)**

Prerequisites: MATH 221 with the grade of "C" or better (C- is not acceptable), MATH 233 and ability to program. Numerical solutions of equations and systems of equations; interpolation and approximation; numerical differentiation and integration; numerical solutions of differential equations.

**MATH 391 Introduction to Number Theory (3)**

Prerequisites: MATH 228. Topics will include basic properties of the Natural Numbers, prime numbers, divisibility, factorization, congruences, Euler's phi function, introduction to Diophantine Equations and some group theory.

**MATH 395 Topics in Mathematics for Teachers (3)**

Prerequisites: MATH 182, MATH 228. Emphasis will be on problem solving skills, reasonableness of answers, using calculators and computers and on problem posing.

**MATH 422 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**MATH 431 Basic Analysis I (4)**

Prerequisite: MATH 233 with grade of "C" or better (C- is not acceptable). Sequence of two courses to extend studies of calculus and analysis into the mathematical rigor and logic of analysis. Includes: real numbers, sequences, topology, limits, continuity, differentiation, series and integration.

**MATH 432 Basic Analysis II (4)**

Prerequisite: MATH 431 with grade of "C" or better (C- is not acceptable). Continuation of MATH 431.

**MATH 437 Mathematical Modeling (3)**

Prerequisites: MATH 221 and MATH 233 with a grade of "C" or better (C- is not acceptable). Use mathematical tools to develop models of practical problems. Emphasize development, verification and interpretation of models and communication of results.

**MATH 460 Introduction to Complex Analysis (3)**

Prerequisite: MATH 233 with a grade of "C" or better (C- is not acceptable). First course in complex variables, especially for potential calculus teachers. After preliminaries, proceed directly to power series, Laurent's series, contour integration, residue theory, polynomials and rational function.

**MATH 464 Introduction to History of Mathematics (3)**

Prerequisites: MATH 221, MATH 228, MATH 341. Junior or above in Mathematics. Survey of mathematical conceptual development and the people involved from antiquity to the present, including pedagogical applications, content connections, and use of reference resources.

**MATH 495 Topics in Mathematics (1-3)**

Consent of instructor. Surveys topics in areas such as geometry, analysis, algebra, statistics, numerical analysis, topology and number theory not in existing courses, which reflect specific interests of instructors and students. Repeatable, under different subtitles.

**MATH 508 Workshop (1-3)**

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

**MATH 510 Seminar in Mathematics (1)**

Study discussion and student presentation of topics in mathematics. S/U graded. Repeatable, under different subtitles.

**MATH 513 Professional Renewal (1-3)**

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded. Repeatable, under different subtitles.

**MATH 520 Functions and Equations (3)**

Graduates only. Polynomial equations including DeMoivre's Theorem, the Fundamental Theorem of Algebra, methods of root extraction (e.g. Newton, Graffe) multiplicities, symmetric functions, matrices and determinants. Elementary computer applications.

**MATH 523 Modern Algebra (3)**

A study of groups, rings and fields with a special emphasis on groups and fields.

**MATH 525 Linear Algebra I (3)**

Prerequisite: MATH 321. Vector spaces, linear transformations, matrices, eigenvalues, canonical forms, quadratic forms and other selected topics.

**MATH 528 Discrete Mathematics (3)**

Graduates only. Broad, deep, survey of topics in combinatorics, graph theory addressing existence, enumeration, optimization. Blend of mathematics, applications and development of mathematical reasoning skills, guided by the NCTM standards.

**MATH 529 Mathematical Problem Solving (3)**

Graduates only. Techniques in problem solving applied to algebra, number theory, geometry, probability, discrete mathematics, logic and calculus. A study of Polya's heuristic rules of mathematical discovery.

**MATH 531 Basic Analysis I (4)**

Prerequisite: MATH 233 with a grade of "C" or better (C- is not acceptable), and permission of instructor. Sequence of two courses to extend studies of calculus and analysis into the mathematical rigor and logic of analysis. Includes: real numbers, sequences, topology, limits, continuity, differentiation, series and integration.

**MATH 532 Basic Analysis II (4)**

Prerequisite: MATH 531. Continuation of MATH 531.

**MATH 534 Continuous Mathematics (3)**  
Graduates only. Students will explore selected topics in mathematical analysis such as differential mappings and chaotic systems.

**MATH 537 Mathematical Modeling (3)**  
Graduates only. Introduction to the process of mathematical modeling and its use in teaching secondary school mathematics. Emphasizes development and communication of models.

**MATH 540 Introduction to Topology (3)**  
Point-set topology and the foundations of real analysis.

**MATH 543 Modern Geometry (3)**  
A survey of both traditional Euclidean geometry and contemporary geometries, in which applications of geometry are integrated into the study of the mathematical structure of geometrical systems.

**MATH 545 Introductory Analysis (3)**  
Prerequisite: MATH 540. Sequences, series, differentiation, Riemann-Stieltjes Integral, series of functions, special functions and functions of several variables.

**MATH 550 Applied Probability and Statistics (3)**  
Graduates only. Concepts include history, counting techniques, distributions and inference (confidence intervals, point estimation, testing, ANOVA, regression, non-parametrics). The Context focus is secondary level mathematics.

**MATH 560 Introductory Complex Variables (3)**  
Prerequisite: MATH 432 or equivalent. First course in complex variables, especially for potential calculus teachers. After preliminaries, proceed directly to power series, Laurent's series, contour integration, residue theory, polynomials and rational functions.

**MATH 591 Abstract Algebra and Number Theory (3)**  
Basic methods of problem solving in abstract algebra and number theory with applications in secondary school mathematics.

**MATH 609 Abstract Algebra I (3)**  
Prerequisite MATH 523 or equivalent. Groups and rings and their structure. Sylow theorems. Modules. History and applications.

**MATH 622 Directed Studies (1-4)**  
Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**MATH 623 Abstract Algebra II (3)**  
Prerequisite MATH 609. Polynomial Noetherian rings and ideals. Fields and Galois theory. Structure of fields. History and applications.

**MATH 632 Complex Variables (3)**  
Prerequisite: A course in complex analysis. Analytic and meromorphic functions in the complex plane. Integration, conformal mapping and advanced topics.

**MATH 633 Geometric Analysis (3)**  
Prerequisites: MATH 525; MATH 540 recommended. Analysis of functions of several variables, unifying and extending ideas from calculus and linear algebra. Includes the implicit function theorem and Stokes' Theorem.

**MATH 635 Real Analysis (3)**  
Abstract spaces, Lebesgue measure, continuity, integration and differentiation theorems, Baire category.

**MATH 644 Differential Geometry (3)**  
Prerequisite: A course in Analysis. A course in the differential geometry of curves and surfaces. Both modern and classical aspects will be covered.

**MATH 664 Difference Equations and Chaos (3)**  
Applications of difference equations in problem solving and modeling, especially in the area of chaos.

**MATH 678 Mathematical Logic (3)**  
The notion of proof, first order logic, set theory, ordinals, cardinals and an overview of the most important recent results in the field.

**MATH 691 Number Theory (3)**  
Prerequisite: MATH 632. A survey of topics in arithmetic and analytic number theory, such as Eulers' function, quadratic reciprocity, continued fractions and the distribution of prime numbers.

**MATH 695 Special Topics (3)**  
Topics from various fields of mathematics, for example, algebraic topology, functional analysis, Lie groups and algebras or nonlinear analysis. Repeatable, may be taken two times, under different subtitles.

**MATH 700 Advanced Seminar (2)**  
Consent of Instructor. An advanced seminar in an active area of mathematical research. Content depends upon instructor's choice. Repeatable, may be taken two times, under different subtitles.

**MATH 727 Representation Theory (3)**  
Introduction to Representation Theory of various mathematical structures. Emphasis is on group representations.

**MATH 728 Topics in Discrete Mathematics (3)**  
Prerequisite: MATH 678. A broad yet deep survey of current topics in combinatorics and graph theory essential for teachers K-16, including applications to probability, coding theory, sorting and matching algorithms and optimization.

**MATH 736 Real Analysis II (3)**  
Prerequisite: MATH 635. Topics from real and functional analysis such as: measure theory, distributions, metric spaces and other topics of the instructor's choice.

**MATH 797 Doctoral Proposal Research (1-4)**  
Required of all doctoral students. Four hours of credit for doctoral dissertation proposal research must be earned in partial fulfillment of requirements before admission to candidacy. Repeatable, maximum of four credits.

**MATH 799 Doctoral Dissertation (1-12)**  
Required of all doctoral candidates. S/U grading. Repeatable, no limitations.

## MCS — MULTICULTURAL STUDIES

### MCS 101 Multiculturalism in the United States: Concepts and Issues (3)

An introduction to concepts and issues of multicultural behavior and group dynamics in contemporary United States society. The course will focus on the experiences of ethnic minority groups and women. (LAC)

## MED — MATHEMATICS EDUCATION

**MED 272 Mathematics Tutoring (1)**  
Upon completion of 2 hours of instruction on how to tutor in mathematics, the student will complete 30 clock hours of tutoring. S/U graded. Repeatable, may be taken two times.

**MED 341 Tools and Technology of Secondary Mathematics (2)**  
Prerequisite: EDFE 110 and STEP 262. Hands-on experiences with graphing calculators and computer software for teaching mathematics. Students will learn about and use appropriate tools for enhancing mathematics instruction in secondary schools.

**MED 381 Fundamental Mathematics Education Lab (2)**  
Prerequisite: MATH 182 or equivalent. Students will experience fundamental mathematics content in the role of teacher assistant and peer leader. Students will discuss current issues and practical concerns about mathematics education.

**MED 422 Directed Studies (1-3)**  
Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**MED 441 Methods of Teaching Mathematics (3)**  
Prerequisite: EDFE 120 or EDFE 125; Co-requisite: STEP 363. For prospective teachers seeking licensure in middle grade or secondary school mathematics. Focus on teaching lessons, curriculum overviews, and applying theories of learning and teaching mathematics. Early field experience desirable.

**MED 508 Workshop (1-3)**  
A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

**MED 509 Advanced Placement Program AB and BC Calculus (1-3)**  
Topics in calculus and pedagogical information related to establishing and maintaining a calculus advanced placement program. S/U graded. Repeatable, no limitations.

**MED 510 Advanced Placement Statistics (1-3)**

Topics in the content and pedagogy related to teaching and maintaining an Advanced Placement Statistics program. S/U graded. Repeatable, no limitations.

**MED 513 Professional Renewal (1-3)**

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded. Repeatable, under different subtitles.

**MED 514 Geometry in Middle School Mathematics Teaching (3)**

A combined mathematics/mathematics education course for current middle school teachers. Content includes measurement, symmetry, properties of figures, proof, and pedagogical content knowledge for teaching geometry at the middle grades.

**MED 515 Number and Operation in Middle School Mathematics Teaching (3)**

Topics in number theory, arithmetic operations and their representations (algebraic and geometric), and pedagogical content knowledge for teaching the middle grades, with particular emphasis on preparing students to enter algebra.

**MED 516 Algebra in Middle School Mathematics Teaching (3)**

A combined mathematics/mathematics education course for current middle school teachers. Content includes algebraic representations of patterns, numbers, and functions and pedagogical content knowledge for teaching algebra.

**MED 522 Topics in Mathematics Teaching at the Middle Level (1-3)**

A mathematics education course for current middle school teachers. Content includes mathematics education topics appropriate for teachers of middle level mathematics. Repeatable for a maximum of 6 credits.

**MED 528 Teaching of Discrete Mathematics (2)**

Graduates only. Methods of teaching discrete mathematics including using technology, projects, cooperative groups and the development of curriculum materials. Topics will include the teaching of existence problems, counting problems and optimization problems.

**MED 534 Teaching Algebra and Trigonometry (2)**

Graduates only. Current research on instruction in algebra/trigonometry; current curricular issues. Approach teaching of Algebra and Trigonometry from a conceptual and problem solving point of view.

**MED 543 Teaching Geometry (2)**

Graduates only. Students will develop teaching modules and models based on current theories of cognition and recommendations of professional societies.

**MED 550 Teaching Applied Probability and Statistics (2)**

Graduates only. Methods of teaching topics of probability and statistics including hands-on experience in collecting and analyzing data. Topics include descriptive techniques, random variables, curve fitting and use of technology.

**MED 587 Technology, Manipulatives and NCTM Standards (3)**

Classroom use of mathematics software, calculators, pattern blocks, attribute blocks, geoboards, geometric solids, MIRA's and others presented to teach problem solving, skills and concepts. S/U graded.

**MED 588 Implementation of Mathematics Standards in Instruction (1-3)**

A mathematics education internship course for current middle school teachers. Content includes mathematics and mathematics education topics appropriate for teachers of middle level mathematics, but is focused on participants' implementation and integration of program and course content in their own instruction. Repeatable for a maximum of 3 credits.

**MED 595 Teaching Advanced Topics in Secondary School Mathematics (2)**

Graduates only. Methods of teaching advanced mathematics topics in high school mathematics with emphasis on pedagogy, working cooperatively and developing curriculum materials for teaching such topics as vectors, fractals and transformations.

**MED 599 Action Research Project (1)**

Graduates only. Research a current problem in secondary mathematics education relevant to their own teaching situation. Develop goals, review relevant literature and plan the project while progressing through the program. Repeatable, may be taken three times.

**MED 600 Introduction to Research in Mathematics Education (3)**

For graduate students only. Examination and critique of current research in mathematics education. A focus on research design, analysis and reporting of both qualitative and quantitative research.

**MED 610 Survey of Research in Mathematics Education (3)**

Graduates only. The goals of this course are to synthesize and re-conceptualize past research, suggest areas of research most useful to advancing the field and provide implications for classroom practice.

**MED 622 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**MED 630 Technology in Mathematics Education (2)**

Prerequisite: MED 600 or consent of instructor. Graduates only. Hands-on training in using new software tools for the instruction of mathematics. Current research and curriculum reform efforts concerning technology in teaching will be examined. Repeatable, may be taken two times.

**MED 654 Seminar in College Mathematics Teaching (1)**

Prerequisite: Graduates only. Improvement of undergraduate mathematics teaching via active student-based learning and implementation of a learning cycle of informed practice and information gathering, reflection and analysis, and planning and modified practice. S/U graded. Repeatable, no limitations.

**MED 673 Teaching and Learning Mathematics on the Elementary Level (3)**

Prerequisite: B.A. in mathematics or equivalent. To prepare elementary/middle school mathematics specialists. Includes mathematics review of number theory, geometry and other content, NCTM curriculum, professional and assessment standards, use of technology and manipulatives and research.

**MED 674 Teaching and Learning Mathematics on the Secondary Level (3)**

Prerequisite: MED 610. Graduates only. Address and evaluate specific problems in mathematics education. Allow students to examine curricular concerns, evaluation, teaching special populations and cognitive issues relating specifically to the secondary level.

**MED 675 Teaching and Learning Mathematics on the Post-Secondary Level (3)**

Prerequisite: MED 610 or consent of instructor. Graduates only. Address community college and undergraduate level mathematics education issues. Focus on current curriculum reform and research into learning and teaching on the post-secondary level.

**MED 678 Special Topics (2-3)**

No more than six hours may be applied to any one graduate degree. Prerequisites and topics announced in Schedule of Classes. Repeatable, may be taken three times, under different subtitles.

**MED 700 Cognitive Processes in Mathematics (3)**

Prerequisite: MED 610. Analyze research concerning cognitive science in mathematics education. Conduct case study on cognition in mathematics.

**MED 701 Educational Mathematics Research (3)**

Prerequisites: MED 610 and SRM 502 or equivalent. Learn advanced research concepts and methods that are unique in the study of educational mathematics. Includes data analysis and advanced statistical techniques.



**MED 702 Qualitative Research in Mathematics Education (3)**

Prerequisite: MED 610. A focus on paradigms, issues and methods of qualitative research in mathematics education. This includes critical analysis of literature and of data collected from mathematics learning environments.

**MED 703 Teaching and Learning K-12 Mathematics (3)**

Prerequisite: MED 610. A focus on issues relevant to working with preservice and inservice K-12 mathematics teachers, and in promoting standards-based content, curriculum, pedagogy and assessment.

**MED 710 Seminar in Post-Secondary Mathematics Teaching (1)**

Curricular, pedagogical and ethical issues in college mathematics teaching. Students and faculty reflect on and discuss ways to improve and reform teaching. S/U graded.

**MED 750 History and Philosophy of Mathematics Education (3)**

Prerequisite: MED 700 or consent of instructor. An exploration of the underpinnings of current K-16 mathematics education by examining the historical development, perspectives and schools of thought that have influenced the teaching of mathematics.

**MET — METEOROLOGY****MET 101 Meteorology Seminar (1)**

Seminar course covering the meteorology program and discussing the different career options available including possible internship opportunities. Frequent weather discussions. S/U graded. Intended for meteorology majors.

**MET 110 Our Violent Atmosphere (3)**

Weather and climate analyzed in terms of their physical basis and historical, economic and human consequences. Emphasis on impacts of extreme weather: hurricanes, severe thunderstorms, winter storms and floods. (LAC, gtP)

**MET 205 General Meteorology (4)**

(3 lecture, 2 laboratory) The basic course in meteorology. The atmosphere, its structure and composition. Radiation, temperature, pressure, wind, humidity, precipitation, clouds, air masses and fronts. Measurements. Weather maps. (LAC, gtP)

**MET 215 Introduction to Meteorological Analysis (2)**

(4 laboratory) Prerequisite: MET 205. Meteorological instruments and weather data; weather maps and upper air charts; plotting of charts and basic analysis techniques. An introduction to numerical weather prediction results is included.

**MET 221 Weather Forecasting Seminar (1)**

Prerequisites: MET 101, MET 205. The practice of weather forecasting is introduced through weather briefing and participation in a forecast contest. Numerical guidance and the roles of government and private sector forecasts are discussed.

**MET 320 Physical Meteorology (3)**

Prerequisite: MET 215 (concurrent), MATH 132, PHYS 241. Physical processes in the atmosphere; atmospheric thermodynamics; radiation laws and balance; cloud microphysics; precipitation processes; atmospheric electricity.

**MET 336 Biometeorology (3)**

Prerequisite: MET 205, MATH 131. Introduction to boundary layer, mass/energy processes and their interaction with biota and the lithosphere with field research, where students program, collect, and analyze micrometeorology data.

**MET 376 Meteorological COOP Education (1-12)**

Prerequisites: MET 205. Credit given for participation in cooperative work/study program with National Weather Service, NOAA and/or other agencies. Summary paper required for work and/or research activities. Repeatable, maximum of 24 credits.

**MET 401 Dynamic Meteorology I (3)**

Prerequisites: MET 215, MET 320, MATH 233, PHYS 241. The physical laws governing planetary and synoptic-scale atmospheric motions are developed mathematically based on conservation of mass, momentum, and energy.

**MET 402 Dynamic Meteorology II (4)**

(3 lecture, 2 laboratory) Prerequisite: MET 401. Continued mathematical development of physical laws governing atmospheric motions, emphasizing vorticity, quasi-geostrophic prediction, and buoyancy waves. Theory is applied to weather charts during laboratory sessions and daily weather discussions.

**MET 422 Directed Studies (1-4)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**MET 442 Synoptic Meteorology Laboratory (3)**

Prerequisite: MET 402. Use of weather data, manual analyses, and meteorological software tools in weather forecasting and case studies. Practice includes review of theory, student weather briefing, daily forecast, and statistical forecast verification.

**MET 451 Climatology (3)**

Prerequisite: MET 320. Factors affecting climate; analytical methods used to study climatology, general circulation of the atmosphere, oceans, and the global energy balance. Introduction to global climate models, projections of climate change.

**MET 452 Paleoclimatology (3)**

Prerequisites: MET 205 or consent of instructor. Juniors or above. Survey of climate history and methods of interpreting geological, paleontological, and paleobotanical climate proxies. Introduction to modeling, utility of using models to reconstruct past climate, and current research in paleoclimate.

**MET 460 Mesoscale Meteorology (4)**

(3 lecture, 2 laboratory) Prerequisites: MET 320. Study of atmospheric phenomena on medium time and space scales. Topics include frontogenesis, mountain/valley winds, sea breeze circulations, gravity currents and waves, thunderstorms, hurricanes, and problems in mesoscale forecasting.

**MET 465 Radar Meteorology (3)**

Prerequisites: MATH 132, MET 260, PHYS 241. Majors only. Principles of radar operation and radar remote sensing techniques. Types of radar and their applications in meteorology.

**MET 470 Satellite Meteorology (3)**

Prerequisites: MATH 132, MET 260, PHYS 241. Use of atmospheric data and cloud imagery from satellites for understanding the atmosphere and forecasting the weather.

**MET 485 Meteorology Capstone (3)**

Prerequisite: MET 442. An individually customized senior project designed to encapsulate the skills and knowledge of a practicing meteorologist. Projects may include a research paper, practicum, internship, or other representative learning experience.

**MET 495 Special Topics in Meteorology (1-4)**

Explore topics in meteorology beyond regular departmental offerings. Specific topics determined by student interest and instructor. Repeatable, under different subtitles.

**MET 501 Dynamic Meteorology I (3)**

Prerequisites: MET 215, MET 320, MATH 233, PHYS 242. The physical laws governing planetary and synoptic-scale atmospheric motions are developed mathematically based on conservation of mass, momentum, and energy.

**MET 502 Dynamic Meteorology II (4)**

(3 lecture, 2 laboratory) Prerequisite: MET 501. Continued mathematical development of physical laws governing atmospheric motions, emphasizing vorticity, quasi-geostrophic prediction, and buoyancy waves. Theory is applied to weather charts during laboratory sessions and daily weather discussions.

**MET 536 Biometeorology (3)**

Prerequisite: MET 205. Relationships between living organisms and atmospheric environment. Effects of weather on human health, agriculture and animals. Soil and air temperature, radiation and energy budgets, water cycle, heat units, comfort indices.

**MET 542 Synoptic Meteorology Laboratory (3)**

Prerequisite: MET 502. (6 laboratory) Use of weather data, manual analyses, and meteorological software tools in weather forecasting and case studies. Practice includes review of theory, student weather briefing, daily forecast, and statistical forecast verification.

**MET 551 Climatology (3)**

Prerequisite: MET 320. Factors affecting climate; analytical methods used to study climatology, general circulation of the atmosphere, oceans, and the global energy balance. Introduction to global climate models, projects of climate change.

**MET 552 Paleoclimatology (3)**

Prerequisites: MET 205 or consent of instructor. Juniors or above. Survey of climate history and methods of interpreting geological, paleontological, and paleobotanical climate proxies. Introduction to modeling, utility of using models to reconstruct past climate, and current research in paleoclimate.

**MET 565 Radar Meteorology (3)**

Prerequisites: MATH 132, MET 260, PHYS 241. Majors only. Principles of radar operation and radar remote sensing techniques. Types of radar and their applications in meteorology.

**MET 595 Special Topics in Meteorology (1-4)**

Consent of instructor. Explore topics in Meteorology beyond existing departmental offerings. Specific topics determined by student interest and instructor. Repeatable, under different subtitles.

**MET 622 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**MFT — MATHEMATICS FOR TEACHING****MFT 514 Geometry in Middle School Mathematics Teaching (3)**

A combined mathematics/mathematics education course for current middle school teachers. Content includes measurement, symmetry, properties of figures, proof, and pedagogical content knowledge for teaching geometry at the middle grades.

**MFT 515 Number and Operations in Middle Level Mathematics Teaching (3)**

A combined mathematics/mathematics education course for current middle school teachers. Content includes topics in number theory, arithmetic operations and their representations (algebraic and geometric), problem-solving, numerical patterns and formulas, and pedagogical content knowledge for teaching these topics in the middle grades, with particular emphasis on preparing students to enter algebra.

**MFT 516 Algebra in Middle Level Mathematics Teaching (3)**

A combined mathematics/mathematics education course for current middle school teachers. Content includes algebraic representations of patterns, numbers, and functions and pedagogical content knowledge for teaching algebra at the middle grades.

**MFT 517 Data Analysis & Probability in Middle Level Mathematics Teaching (3)**

A combined mathematics/mathematics education course for current middle school teachers. Content includes introductory notions of probability and basic descriptive statistics appropriate for teachers of middle level mathematics.

**MFT 520 Survey of Mathematics (3)**

A mathematics course for current middle school teachers. Content includes history and development of various aspects of mathematics from a problem-solving perspective. Course provides breadth in mathematics while connecting the topics covered to the middle school curriculum. Topics are chosen from: fractals, cardinality of sets, ethnomathematics, number theory, abstract algebra, combinatorics, and graph theory.

**MFT 522 Topics in Middle Level Mathematics Teaching (3)**

A combined mathematics/mathematics education course for current middle school teachers. Content includes mathematics topics appropriate for teachers of middle level mathematics. "Repeatable, under different subtitles".

**MFT 530 Conceptions of Analytic Geometry and Calculus (3)**

A mathematics course for current middle school teachers. Content includes history and development of various aspects of analytic geometry and calculus from a problem-solving perspective. Topics include: functions, basic concepts of trigonometry and basic concepts of calculus (rates of change, limits, finding area under curves). Topics will be approached from multiple perspectives and their connections to the middle school curriculum will be highlighted.

**MIND — LIFE OF THE MIND PROGRAM****MIND 100 The First Year Preceptorial (3)**

An introduction to college-level work designed to sharpen students' reading, thinking, and writing abilities by engaging them in the study and discussion of challenging classical and contemporary texts. (LAC)

**MIND 180 Great Ideas of the Western Tradition (3)**

An introduction to the intellectual tradition of the western world through reading and discussion of classic works. (LAC, gtP)

**MIND 181 Great Traditions of Asia: India, China and Japan (3)**

Interdisciplinary study of the traditions of Asian countries, dealing with historical contexts and literary and artistic expressions. (LAC, gtP)

**MIND 182 Confluence of Cultures (3)**

An exploration of African American, Asian American, Hispanic American and Native American cultures from historical, literary and artistic perspectives. (LAC, gtP)

**MIND 286 Value Issues in Political Economy (3)**

A study of the political and economic viewpoints on key value issues in society, exploring the influence of seminal thinkers. (LAC, gtP)

**MIND 288 Contemporary Arts Connections (3)**

Designed to involve students in synthesizing, analyzing and evaluating visual art, music, theatre, dance, and understanding its impact on, and relationship to, society. (LAC)

**MIND 289 Coming of Age in the Twentieth Century (3)**

An investigation through primary readings into the questions: How has our century been coming of age? Into what age have we come? (LAC)

**MIND 290 Search for Meaning (3)**

Investigate the search for meaning by world thinkers and study the relevance of their search to our own. (LAC, gtP)

**MIND 292 Ideas in Conflict (3)**

An examination of the conflicts between sets of ideas in modern times in both the West and the Third World. (LAC)

**MIND 293 Play as a Route to Insight and Creation (3)**

Examine the ideas of artists, philosophers and scientists regarding the role of play in intellectual insight and artistic creation. (LAC)

**MIND 294 Revolutions in Science (3)**

Any UNC Science laboratory course required or consent of instructor. Students engage in scientific inquiry while being introduced to principal scientific revolutions since the 16th century. (LAC)

**MIND 295 Global Systems (3)**

Explores our global system using science and non-science disciplines. The global framework is used to study one current global issue that faces human societies. (LAC)

**MIND 297 Creativity in the Arts (3)**

Experience, experiment with and analyze artistic creativity. The course combines readings, discussions and hands-on creative projects in the arts. (LAC, gtP)

**MIND 299 Great Ideas in the History of the Arts (3)**

The study of great works of art in the fields of music, literature, theatre and the visual arts. Team-taught by Music, Theatre and Visual Arts.

**MS — MILITARY SCIENCE****MS 111 Leadership and Personal Development (2)**

Basic military skills to include: rifle marksmanship, repelling, customs, traditions and organization and role of the United States Army. Physical fitness training.

**MS 121 Introduction to Tactical Leadership (2)**

Basic military skills to include: first aid, winter survival, compass and map reading and orienteering. Physical fitness training.

**MS 211 Innovative Team Leadership (2)**

Management Simulation Program. Development of management skills to include: delegation and control, interpersonal skills and behavioral evaluation techniques. Physical fitness training.

**MS 221 Foundations of Tactical Leadership (2)**

Theories of conflict; small unit operations; troop leading procedures; observing and classifying behavior; physical fitness training.

**MS 287 Army ROTC Basic Camp (2-8)**

Prerequisite: Consent of instructor. Leadership development and management training applied to military operations in classroom and field environments. Five weeks paid ROTC Basic Camp at Fort Knox, Kentucky.

**MS 311 Adaptive Team Leadership (4)**

Prerequisites: MS 111, MS 121, MS 211 and MS 221 or consent of instructor. Laboratory required. Leadership Development Program. Leadership style of each student assessed through simulations and role play. Physical fitness training.

**MS 321 Leadership in Changing Environments (4)**

Laboratory required. Consent of instructor. Techniques of command and staff functions. Development of operation orders and the conduct of tactical unit operations. Physical fitness training. Class includes 3-day field training exercises.

**MS 322 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**MS 387 Practicum in Leadership and Military Operations (8)**

(2 lecture, 6 laboratory) Prerequisite: MS 321 or consent of instructor. Theories and principles of leadership applied to actual field situations during 6-week paid ROTC advanced camp at Fort Lewis, Washington.

**MS 401 Developing Adaptive Leaders (4)**

Consent of instructor. Co-requisite: HIST 250 during fall semester of MS IV year. Laboratory required. Application of military staff functions while serving in leadership roles in the Army ROTC program. Physical fitness training.

**MS 421 Leadership in a Complex World (4)**

Consent of instructor. Laboratory required. Role of the Army Officer. Ethics and professionalism, military justice, law of land warfare and preparation for active duty. Physical fitness training.

**MS 422 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**MT — MUSICAL THEATRE**

**MT 101 Musical Theatre Sight Singing and Ear Training (2)**

Musical Theatre Majors only. Basics of ear training and sight singing are covered utilizing a musical theatre repertoire. Repeatable, no limitations.

**MT 160 Class Piano for Musical Theatre (2)**

Musical Theatre Majors only. Develop basic piano skills in harmonization, sightreading, repertoire and technique. Repeatable, no limitations.

**MT 161 Introduction to Musical Theatre Performance (1)**

(2 lecture; 1 laboratory) Prerequisite: THEA 160. This class is designed to provide the beginning musical theatre student with the basic mechanical, analytical and physical skills needed to perform musical theatre.

**MT 250 Voice Class for Musical Theatre I (1)**

(2 contact hours per week). Required of all Musical Theatre majors in the dance and acting emphases. Beginning instruction in singing. Study will involve the elements of a basic technique for singing and an introduction to the anatomy and physiology of the voice.

**MT 251 Voice Class for Musical Theatre II (1)**

(2 contact hours per week). Prerequisite: MT 250. Required of all Musical Theatre majors in the dance and acting emphases. Continuation of concepts learned in MT 250 in greater depth and detail. Emphasis will be placed on developing musicianship, more independent learning and greater accuracy in singing.

**MT 260 Acting in Musical Theatre (3)**

Prerequisite: THEA 160. Musical Theatre or Voice Majors only. A step-by-step process approach to acting a song. Units will be covered connecting the actor with the event/discovery of purpose/obstacle/relationship/choices and action clarification.

**MT 261 Singing for Actors (2)**

Acting Emphasis only or consent of instructor. Basic singing technique for actors. Student will study both theory and practical application of vocal technique as it applies to musical theatre and musical theatre auditioning.

**MT 285 Performance in Musical Theatre (1-3)**

Consent of instructor. Practical experience in the production of a musical. Techniques of acting, singing, dancing, directing and other facets necessary for preparation of a show for public performance will be offered. Repeatable, no limitations.

**MT 296 Musical Theatre History (3)**

American musical theatre and its development from the beginning of the 19th century to the present. Emphasis on research. (LAC, gTP)

**MT 342 Workshop in Directing Musical Theatre (3)**

(2 lecture; 3 laboratory) Prerequisite: THEA 240. A study of specific techniques required for the director for production of various musical theatre styles and production problems.

**MT 350 Advanced Musical Theatre Voice Class I (1)**

(2 contact hours per week). Musical Theatre Majors only. This class is designed to further develop artistic, qualitative and healthy musical theatre vocal performance technique and repertoire.

**MT 351 Advanced Musical Theatre Voice Class II (1)**

(2 contact hours per week) Prerequisite: MT 350. Required of all Musical Theatre majors. Continuation of concepts learned in MT 350 in greater detail and depth.

**MT 360 Scene Study in Musical Theatre (3)**

(2 lecture; 3 laboratory) Prerequisites: MT 260; two semesters of study in voice. Musical theatre literature explored through the study of period and style. The laboratory experience will include singing, dancing and acting. Laboratory section may be repeated.

**MT 369 Individual Performance in Musical Theatre Voice (2)**

Hours arranged. Required of all Musical Theatre majors. Advanced instruction in Musical Theatre vocal styles, involving technique for safe singing and basic anatomy and physiology of the voice. Repeatable, maximum of eight credits.

**MT 370 Musical Theatre Dance (2)**

Prerequisites: DNCE 166, DNCE 170, DNCE 175. Gain knowledge and skill in the techniques and styles of dance required in musical theatre. Repeatable, no limitations.

**MT 390 Advanced Musical Theatre Scene Study (2)**

(2 lecture; 3 laboratory) Prerequisite: MT 360. This course will further the student's act/sing technique with a focus on advanced partnering.

**MT 407 Individual Coaching in Musical Theatre Repertory (2)**

Consent of Instructor. This class provides the advanced student with professional coaching in musical theatre techniques for their audition package.

**MT 465 Musical Theatre Workshop (3)**

(2 Lecture; 2 Laboratory) Consent of instructor. Study of the role preparation and styles, particularly developing the necessary skills to prepare audition materials. Repeatable, maximum of six credits.



**MT 470 Senior Project in Musical Theatre (3)**

Consent of instructor. Co-requisite: MT 407. Qualified seniors in musical theatre major only. Practical experience in the preparation and performance of a musical theatre role study.

**MT 485 Performance in Musical Theatre (1-3)**

Consent of instructor. Practical experience in the production of a musical. Techniques of acting, singing, dancing, directing and other facets in preparing a show for public performance. Repeatable, no limitations.

**MUS — MUSIC****MUS 100 Recitals, Concerts and Productions (0)**

Weekly departmental recitals. Convocations, plus a minimum of 12 major recitals, concerts and productions each semester in residence. S/U graded. Repeatable, no limitations.

**MUS 104 Foundations of Music Theory (3)**

A rigorous curriculum that focuses on the foundational elements of music theory including clef reading, calligraphy, rhythmic notation, intervals, scales, key signatures, triads and diatonic chords. Extensive work in ear training and sight singing.

**MUS 113 Music Theory I (2)**

Prerequisites: Successful completion of MUS 104 or Music Theory Placement Exam or AP Test score of at least 3 on both written and aural sections. Introduction to basic diatonic harmony, phrase structure, analysis, period form and four part writing in root position. Weekly keyboard labs reinforce the coursework.

**MUS 114 Aural Skills and Sight Singing I (2)**

Prerequisites: Successful completion of MUS 104 or Music Theory Placement Exam or AP Test Score of 3 on both written and aural sections. Exercises in sight singing, rhythmic reading and dictation. Sight singing of diatonic melodies, intervals, triads. Performance of rhythmic reading exercises. Ear training includes intervals, triad types, diatonic melodies, cadences and rhythmic dictation.

**MUS 115 Music Theory II (2)**

Prerequisites: Successful completion of both MUS 113 and MUS 114 or Music Theory Placement Exam or AP Test score of at least 4 on both written and aural sections. Introduction to harmony through four-part writing. Principles of harmonic progression, modulation, diatonic seventh chords and secondary dominants are included. Analysis of Binary and Ternary forms. Weekly keyboard labs reinforce the written material.

**MUS 116 Aural Skills and Sight Singing II (2)**

Prerequisites: Successful completion of both MUS 113 and MUS 114 or by placement exam or AP Test score of at least 4 on both written and aural sections. Exercises in sight singing, rhythmic reading and dictation. Sight singing of diatonic, modulating and chromatic melodies. Performance of rhythmic reading exercises which include syncopation and asymmetrical meters. Dictation includes diatonic chord progressions, diatonic and chromatic melodies, seventh chords, and rhythmic dictation with syncopation, and meters including 5/8 and 7/8.

**MUS 140 Introduction to Music (3)**

A non-technical course on the enjoyment and appreciation of music for students with little or no background. Course will be devoted to listening and discussion of assigned listenings. (LAC, gtP)

**MUS 143 Musical Styles and Context (3)**

Music in its historical and cultural contexts: stylistic development and connections to the other arts. Intended for majors and musically literate non majors with a knowledge of basic music theory. (LAC, gtP)

**MUS 150 History of Rock and Roll (3)**

This course is an appreciation and social history of American popular musical culture from its beginning to the present. (LAC, gtP)

**MUS 152 Writing and Scholarship in the Performing and Visual Arts (3)**

Prerequisite: ENG 122 or equivalent. Majors only. A study of the basics of communication and scholarship in music, fine arts and theatre, with emphasis on problems of style, organization, logical thinking and sources. (LAC, gtP)

**MUS 160 Beginning Class Piano I (1)**

For music majors only without background in piano. Sight reading, harmonization, and piano technique.

**MUS 161 Beginning Class Piano II (1)**

Prerequisite: MUS 160 or consent of instructor. Majors only. For music majors continuing to develop reading skills, technique and style necessary for playing elementary piano music.

**MUS 204 Music Fundamentals and Experiences (3)**

For students with minimal musical background. Study of musical concepts and terminology through research, critical writing, music analysis, and performance. (LAC, gtP)

**MUS 209 Introduction to MIDI and Music Software (2)**

This project orientated course introduces the language of MIDI and the basics of music sequencing and notation software. These skills allow the production of computer playback files and engraved scores.

**MUS 210 Introduction to Music Education (1)**

Prerequisite: EDFE 110 and MUS 113. Music majors only. For prospective teachers of music. Covers the history and present status of music in the schools, qualifications of music teachers and beginning instructional problems. Weekly observation and aiding required.

**MUS 211 Careers in Music (1)**

Prerequisite: Student must be accepted by the School of Music as a music major. Exploration of career possibilities through interaction with a variety of successful music professionals.

**MUS 213 Music Theory III (2)**

Prerequisite: Successful completion of MUS 115 and MUS 116. Introduction to chromatic harmony. Analysis of larger part forms.

**MUS 214 Aural Skills and Sight Singing III (1)**

Successful completion of MUS 115 and MUS 116. Ear training and sight singing, including chromatic harmonies, chromatic melodies, modulating melodies and rhythmic dictation.

**MUS 215 Music Theory IV (2)**

Prerequisite: Successful completion of MUS 213 and MUS 214. Introduction to musical styles and analysis techniques since 1900.

**MUS 216 Aural Skills and Sight Singing IV (1)**

Prerequisite: Successful completion of MUS 213 and MUS 214. Ear training and sight singing skills related to musical styles since 1900.

**MUS 218 Jazz Theory (2)**

Prerequisite MUS 113 and MUS 114 or consent of instructor. An exploration of harmonic syntax, melodic construction, and song forms in jazz. Course will include analysis, directed listening, and practice hearing jazz chords and chord progressions.

**MUS 221 Small Jazz Ensembles (1)**

Open to any student by audition. Groups consist of rhythm section plus three or four horns. Repeatable, no limitations. Students should have an improvisation background before audition. MUS 223 is recommended.

**MUS 223 Jazz Improvisation I (2)**

Prerequisite: MUS 218. This course is an introduction to the art of jazz improvisation. Topics will be covered through live demonstration, solo analysis, transcription, and performance.

**MUS 224 Vocal Jazz Ensembles (1)**

Audition required. Each ensemble limited to 20 voices: 4 sopranos, 4 altos, 4 tenors, 4 baritones, 4 basses, plus rhythm section and horns. Sing standard jazz literature; sing scat and deal with contemporary jazz notation. Perform on and off campus. Open to any UNC student. Repeatable, no limitations.

**MUS 225 Jazz Ensemble (1)**

Audition required. For brass, woodwind and rhythm players. Concentrates on the idioms of jazz music. Get thorough preparation for teaching at both secondary and college levels. Repeatable, no limitations.

**MUS 230 Small Ensembles and Chamber Music (1)**

Small chamber groups that rehearse regularly and are coached by a faculty member. Repeatable, no limitations.

**MUS 236 Individual Performance in Jazz (2-4)**

Consent of instructor. Private instruction in performance practice, technical study, and literature relevant to jazz.

**MUS 241 Perceiving the Arts (3)**

Develops and extends perception and understanding of music, theatre, visual arts, and dance. Varied art forms and media explored as integral parts of the processes of reading, attending arts events, and critical writing. (LAC)

**MUS 243 History of Music I (3)**

The history of change in music from earliest times through the 16th Century to the end of the Baroque Period with emphasis on the changes in style. (LAC, gtP)

**MUS 244 History of Music II (3)**

A study of historical changes that took place in music in the Classic and Romantic Periods and the 20th Century. (LAC)

**MUS 247 Music Cultures of the World (3)**

Increases students' understanding and appreciation of the music of other cultures through the study of folk music and the methods of ethnomusicology. (LAC, gtP)

**MUS 260 Intermediate Class Piano I (1)**

Prerequisite: MUS 115, MUS 161 or consent of instructor. Functional piano for music majors with slight background in piano. Expand basic skills in sight-reading, harmonization and technique to early intermediate piano level.

**MUS 261 Intermediate Class Piano II (1)**

Prerequisite: MUS 260 or consent of instructor. Develop further reading skills, techniques and styles necessary to play simple accompaniments and intermediate piano music.

**MUS 262 Class Jazz Piano (1)**

Prerequisite: MUS 161 or consent of instructor. A course for beginning jazz piano students. Study of the harmonic language of jazz, chord voicings, comping techniques, melody playing and improvisation.

**MUS 263 Studio Performance Class: Piano (0)**

Studio performance class is an integral component of applied study. Each music major will attend a regularly scheduled session with all of the students in his or her major discipline. S/U graded. Repeatable, no limitations.

**MUS 264 Studio Performance Class:****Brass or Percussion (0)**

Studio performance class is an integral component of applied study. Each music major will attend a regularly scheduled session with all of the students in his or her major discipline. S/U graded. Repeatable, no limitations.

**MUS 265 Individual Performance in Collaborative Piano (2-4)**

Consent of instructor. In-depth study of repertoire and refinement of skills for the collaborative pianist. Repeatable, no limitations.

**MUS 266 Madrigal Singers (1)**

Membership in the Concert Choir required or by special permission. The UNC Madrigal Singers is a highly select group of 16 to 20 performers. The group performs a wide variety of choral chamber works in concerts throughout the year. Repeatable, no limitations.

**MUS 267 University Symphony Orchestra (1-3)**

Audition required. Comprised of the best string, wind, brass, and percussion players. Reads and performs standard orchestra repertoire. Performs on and off campus. Repeatable, no limitations.

**MUS 268 Chamber Orchestra (1)**

Audition required. Comprised of outstanding strings Selected winds. Performs chamber orchestra literature from Baroque to the present. Presents concerts on and off campus. Repeatable, no limitations.

**MUS 270 Individual Performance in Voice (2-4)**

Consent of instructor. Repeatable, no limitations.

**MUS 271 Individual Performance in Piano (2-4)**

Consent of instructor. Repeatable, no limitations.

**MUS 273 Individual Performance in Stings, Harp or Guitar (2-4)**

Consent of instructor. Repeatable, no limitations.

**MUS 274 Individual Performance in Woodwinds (2-4)**

Consent of instructor. Repeatable, no limitations.

**MUS 275 Individual Performance in Brass or Percussion (2-4)**

Consent of instructor. Repeatable, no limitations.

**MUS 277 Individual Instruction in Composition (2-4)**

Consent of instructor. Repeatable, no limitations.

**MUS 280 Mixed Concert Choir (1)**

Audition required. Open to all students. Performs literature ranging from the classics to contemporary works. Performs concerts on and off campus. Repeatable, no limitations.

**MUS 281 Women's Glee Club (1)**

Audition required. Open to all female students. Performs on campus and joins with the Concert Choir in large masterworks with orchestra. Repeatable, no limitations.

**MUS 282 University Singers (1)**

Audition required; membership in Concert Choir or consent of instructor. This select group of 25 singers performs an extremely varied repertoire, from Renaissance motets to contemporary works. Repeatable, no limitations.

**MUS 283 Studio Performance Class: Voice (0)**

Studio performance class is an integral component of applied study. Each music major will attend a regularly scheduled session with all of the students in his or her major discipline. S/U graded. Repeatable, no limitations.

**MUS 284 Men's Glee Club (1)**

Audition required. Open to all male students. Performs on campus and in the community. Sings a wide variety of literature. Repeatable, no limitations.

**MUS 285 Performance in Opera Theatre (1-3)**

Audition required. Practical experience in the production and performance of a complete operatic work. Techniques of acting, singing, character analysis and stage direction will be studied. Repeatable, no limitations.

**MUS 286 Scene Studies in Opera (1-3)**

Audition required. Studying techniques of acting, singing, character analysis and stage deportment through the staging and performing of selected opera scenes and arias. Repeatable, no limitations.

**MUS 288 Concert Band (1-3)**

Audition required. Comprised of music majors and students from other disciplines. Members perform a wide variety of interesting literature selected from standard and current repertoire. Repeatable, no limitations.

**MUS 289 University Brass Choir (1)**

Audition required. Select performing ensemble of 21 brass and percussion students. Concentrate on literature for brass instrumental media, development of musical sensitivity, phrasing, style and intonation. Major ensemble credit. Repeatable, no limitations.

**MUS 290 Symphonic Band (1-3)**

Audition required. Performs literature drawn from contemporary and traditional repertoire. Repeatable, no limitations.

**MUS 291 Wind Ensemble (1-3)**

Audition required. Comprised of the most outstanding wind and percussion majors in the School of Music. The ensemble performs a repertoire of works requiring from 8 to 35 performers. Repeatable, no limitations.

**MUS 292 Marching Band (1)**

Audition required. Open to all university students. To develop marching/playing skills by utilizing current practices in marching band formation design and special marching band musical arrangements. Repeatable, no limitations.

**MUS 293 Studio Performance Class: Strings, Harp or Guitar (0)**

Studio performance class is an integral component of applied study. Each music major will attend a regularly scheduled session with all of the students in his or her major discipline. S/U graded. Repeatable, no limitations.

**MUS 294 Studio Performance Class: Woodwinds (0)**

Studio performance class is an integral component of applied study. Each music major will attend a regularly scheduled session with all of the students in his or her major discipline. S/U graded. Repeatable, no limitations.

**MUS 296 Survey of History and Literature of Jazz (3)**

An in-depth study of the history and literature of jazz from its beginnings to the present. Listening skills and critical writing skills are stressed. Open to all students. (LAC)

**MUS 301 18th Century Counterpoint (2)**

Prerequisite: MUS 215 and MUS 216. A study of two- and three-voice counterpoint as found in the invention, canon, fugue and chorale prelude.

**MUS 302 Form and Analysis (2)**

Prerequisite: MUS 215 and MUS 216. The study of homophonic forms, beginning with the motif and continuing with the analysis of the sonata, rondo and variation forms.

**MUS 303 Instrumentation (2)**

Prerequisite: MUS 215 and MUS 216. A course planned to develop knowledge and skill in arranging and orchestrating for various combinations of instruments from a few instruments to a full symphony orchestra.

**MUS 305 Music Methods for Elementary Teachers (1)**

Prerequisite: EDFE 110 or EDFE 120 or EDFE 125. MUS 204 or MUS 113 and MUS 114 is highly recommended before taking this course. This course will develop understandings and musical skills related to methodology for a multi-faceted music curriculum in the elementary classroom, including the integration of music with other disciplines.

**MUS 307 History of Instruments and Instrumental Practice (3)**

Prerequisites: MUS 202, MUS 244. A historical study of the development of musical instruments and the performance practices associated with them.

**MUS 308 Music Workshop (1-4)**

Receive information about current important ideas in many fields of knowledge from authorities nationally known in their fields of specialization. S/U graded. Repeatable, no limitations.

**MUS 309 Music for Video (2)**

Prerequisite: MUS 209. An introduction to skills needed for success in the music industry. Among the topics discussed will be creating "humanized" computer playback, and synchronizing computer playback to video and other sources.

**MUS 310 Teaching General Music in Elementary Schools (2)**

Prerequisite: MUS 210, EDFE 110 or EDFE 125. A comprehensive study of the teaching of music to students in elementary school general music classes. Clinical experiences required.

**MUS 311 Teaching General Music in Secondary Schools (2)**

Prerequisite: MUS 310, EDFE 120 or EDFE 125. Study the role and nature of required and elective general music, arts and humanities courses in junior and senior high schools.

**MUS 312 Teaching Instrumental Music in Elementary Schools (2)**

Prerequisite: MUS 210, EDFE 120 or EDFE 125. Examine materials, methods and procedures for teaching instrumental music in elementary schools. In-class presentations and clinical experience required.

**MUS 313 Synthesis and Sampling (2)**

(2 hours lecture) Prerequisites: MUS 209. This project oriented course gives students a professional level familiarity with electronic musical instruments. The class will focus on the production and design of synthetic and sampled sounds.

**MUS 314 Guitar in the Classroom (1)**

Music majors only or consent of instructor. Learn to play guitar, including basic folk and classical techniques. Covers development of a guitar program in public school music curriculum.

**MUS 317 Teaching Instrumental Music in Secondary Schools (2)**

Required clinical experience arranged. Prerequisite: MUS 312, EDFE 120 or EDFE 125. Develops understanding of skills necessary to maintain an outstanding secondary instrumental music program.

**MUS 318 Music in Early Childhood (2)**

Prerequisite: MUS 202 or MUS 206. Explore a broad range of teaching ideas that nurture musicality in children ages two to seven.

**MUS 319 Instrumental Techniques and Conducting (1)**

Prerequisite: MUS 202. Develop effective hand and baton technique; learn drill and various meter patterns, tempo, style, dynamics, musical terms; study and perform musical scores, using a laboratory band and orchestra.

**MUS 320 Wind Literature, Pedagogy and Conducting (2)**

Prerequisite: MUS 319. Designed to continue conducting instruction begun in MUS 319, with emphasis on wind literature and rehearsal techniques appropriate for elementary through high school bands.

**MUS 323 Choral Techniques and Conducting (2)**

Prerequisite: MUS 202. Develop basic conducting technique as a choral musician. Study and apply meter patterns, preparatory beats, cueing and releases. Discuss tone production, diction, blend, score preparation and rehearsal techniques.

**MUS 324 Choral Conducting and Pedagogy for Elementary and Secondary Schools (2)**

Prerequisite: MUS 323, EDFE 120 or EDFE 125. Continuation of MUS 323, refining conducting techniques. Examines materials, methods and procedures relevant to teaching vocal music in elementary and secondary schools.

**MUS 325 Choral Methods and Literature for Elementary and Secondary Schools (1)**

Prerequisite: MUS 320 or MUS 323, EDFE 120 or EDFE 125. Examine choral literature for use with elementary through high school choral organizations.

**MUS 328 Jazz Improvisation II (2)**

Prerequisite: MUS 223 or consent of instructor. Continuation and expansion of materials covered in MUS 223. Application of advanced scales, chromatic harmony, and soloing concepts. Elements of swing through post-bebop styles.

**MUS 329 Stage Techniques for Singers (2)**

An introduction to techniques and requirements of stage performance: score and script analysis, elementary acting methods, character development, and stage movement.

**MUS 330 String Techniques (1)**

The study of the problems of string playing through performance on string instruments and the study of available literature for teaching strings in preparation for establishing string classes upon graduation.

**MUS 331 String Pedagogy and Literature for the Instrumental Music Teacher (2)**

Prerequisite: MUS 319, MUS 330, EDFE 120 or EDFE 125. Laboratory required. Additional studies in string performance and literature are presented for the instrumental B.M.E. major.

**MUS 334 Acting for Singers (2)**

Prerequisite: MUS 329 or consent of instructor. Advanced instruction in the special needs of the singer/actor: staging of arias, improvisation, freeing the voice through movement. Repeatable, may be taken two times.

**MUS 336 German Art Song (3)**

An introduction to the origins of the art song form with in-depth study of the German art song from its historical beginnings through the present day.

**MUS 338 French/Italian Art Song (2)**

Course in the performance of 19th and 20th Century French and Italian Art Song with particular emphasis upon style, technical requirements and diction.

**MUS 339 British/American Art Song (2)**

In-depth study of British and American art song. Emphasis will be on research and performance of 20th century materials.



**MUS 342 Jazz Rhythm Section Workshop (1)**

Pre-requisite: Consent of Instructor. A performance workshop in jazz music for guitarists, pianists, bassists, and drummers. Repeatable; may be taken four times.

**MUS 344 History of Jazz (3)**

Open to music majors or by consent of instructor. A detailed study of the history of jazz music from its precursors to the present. Listening and writing skills are stressed.

**MUS 346 Arranging (2)**

Prerequisite: MUS 218 or consent of instructor. Fundamental considerations in arranging music for small instrumental jazz ensembles and vocal jazz groups. Stylistic elements of melody, harmony, rhythm, texture, and form. Details of notation, score preparation, and layout.

**MUS 347 Advanced Arranging (2)**

Prerequisite: MUS 303 and MUS 346, or consent of instructor. Discussion of common techniques used by great arrangers. Prepares students to write arrangements for large jazz ensemble and studio orchestra.

**MUS 348 Accompanying and Coaching I (2)**

Consent of instructor. Acquaint students with necessary skills for collaborative performance through the study of listening, rhythm, sightreading, technique and 4-hand repertoire. Class performances required. Repeatable, no limitations.

**MUS 349 Accompanying and Coaching II (2)**

Prerequisite: MUS 348/MUS 548 or consent of instructor. Acquaint students with skills needed for collaborative performance through score reduction and discussion, listening and performance of song and instrumental literature. Class performances required. Repeatable, no limitations.

**MUS 352 Principles of Piano Teaching I (2)**

Compare current piano methods. Study technical and musical problems with a beginning student. Offered every other year.

**MUS 353 Principles of Piano Teaching II (2)**

Prerequisite: MUS 352/MUS 552 or consent of instructor. A study of the methods of teaching musicianship and pleonastic skills. Observe private and group lessons. Supervised teaching internship required. Offered every other year.

**MUS 356 Marching Band Techniques (1)**

Prerequisite: EDFE 120 or EDFE 125. Designed to develop the necessary skills and knowledge needed to organize, administer, plan and teach marching band shows. Clinical experience required.

**MUS 360 Voice Class (1)**

Beginning instruction in singing. Primarily for the student who is not a voice major. Study will involve the elements of a basic technique for singing and beginning solo repertoire.

**MUS 361 Single Reed and Flute Class (1)**

Prerequisite: MUS 210. This course addresses fundamental issues in playing and teaching the clarinet, saxophone, and flute to assist music educators in the instructions of these instruments.

**MUS 362 Double Reed Class (1)**

Prerequisite: MUS 210. This course addresses fundamental issues in playing and teaching the oboe and bassoon to assist music educators in the instruction of these instruments.

**MUS 364 Brass and Percussion Class (2)**

Prerequisite: MUS 115. Develop a teaching knowledge of the brass and percussion instruments. Acquire sufficient playing skill for purposes of demonstration.

**MUS 367 Materials and Techniques for Brass and Percussion (1)**

Required of all music majors with vocal, piano and general music emphasis (B.M.E.). Covers the teaching fundamentals of brass and percussion instruments.

**MUS 401 Music Theory Review (2)**

Reviews tonal harmony, voice leading and analysis. Includes diatonic triads and seventh chords, modulation, chromatic harmonies and form analysis.

**MUS 402 Aural Skills Review (1)**

Reviews rhythmic dictation, melodic and harmonic dictation using diatonic through chromatic harmony. Sight singing will use moveable do and conducting.

**MUS 403 Acoustics of Music (2)**

Study of the physical properties of sound as compared with the psychoacoustical characteristics of perceived experience. Emphasis is placed on practical musical applications.

**MUS 404 Jazz Methods and Materials (1)**

Majors only. An overview of literature, methodologies, and teaching strategies for the junior high/high school music educator. Hands on experience with conducting and rehearsing literature appropriate to the age level.

**MUS 406 UNC String Project Pedagogy and Supervised Teaching Practicum (1-2)**

Consent of Director, UNC String Project. Specific, supervised string teaching assignments. Credit hours, not to exceed two per semester, dependent upon classroom/clinical experience hours assigned. Repeatable, no limitations.

**MUS 410 Vocal Pedagogy (2)**

An introduction to the science and teaching of singing. Study of the skeletal system, muscles involved in breathing and phonation, vocal acoustics, and learning theories, past and present.

**MUS 414 Contemporary Issues in Music Education (2)**

Prerequisite: MUS 310, EDFE 120 or EDFE 125. Includes issues such as assessment and the inclusion of students with handicapping conditions into the classroom.

**MUS 415 Keyboard Literature I (2)**

Sightreading at Level III or above required. The study of keyboard music from its earliest beginnings through the works of Frederic Chopin and Robert Schumann. Offered every other year.

**MUS 416 Keyboard Literature II (2)**

Sightreading at Level III or above required. Concentrate on keyboard works from Franz Liszt and Johannes Brahms through the Twentieth Century. Offered every other year.

**MUS 421 Small Jazz Ensembles (1)**

Open to any student by audition. Groups consist of a rhythm section plus 3 or 4 horns. Repeatable, no limitations.

**MUS 422 Directed Studies in Music (1-4)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**MUS 424 Vocal Jazz Ensembles (1)**

Audition required. Each ensemble limited to 20 voices: 4 sopranos, 4 altos, 4 tenors, 4 baritones, 4 basses, plus rhythm section and horns. Open to any UNC student. Repeatable, no limitations.

**MUS 425 Jazz Ensemble (1)**

Audition required. For brass, woodwind and rhythm players. Concentrate on jazz idiom music. Get thorough preparation for teaching at both secondary and college levels. Repeatable, no limitations.

**MUS 426 Orchestral Excerpts (1)**

Consent of instructor. Emphasis is on professional level performance of standard orchestral literature. Repeatable, no limitations.

**MUS 430 Small Ensembles and Chamber Music (1)**

Small chamber groups that rehearse regularly and are coached by a faculty member. Repeatable, no limitations.

**MUS 436 Individual Performance in Jazz (2-4)**

Consent of instructor. Private instruction in performance practice, technical study, and literature relevant to jazz.

**MUS 444 English Diction (1)**

A course in the performance of English Song Literature with particular emphasis upon the problems of singing in one's own language.

**MUS 445 German Diction (1)**

A course in the performance of 19th and 20th century German art song, with particular emphasis upon style and diction.

**MUS 446 French Diction (1)**

A course in the performance of 19th and 20th century French art song, with particular emphasis upon style and diction.

**MUS 447 Italian Diction (1)**

A course in the performance of songs and airs written before the 19th century, with particular emphasis upon style and diction. Repeatable, no limitations.

**MUS 448 Collegium Musicum (1)**

Audition required. Examines little-performed music of all types. Gives experience in preparing and performing early music, music for unusual media, and experimental music of all types. Repeatable, no limitations.

**MUS 450 Seminar in Student Teaching for Music Educators (1)**

Prerequisite: EDFE 120 or EDFE 125. This seminar is designed to provide student teachers in music education with pertinent information and a support system that will aid them during their field experience.

**MUS 452 Orff Schulwerk and Kodaly Choral Method in American Schools (2)**

Prerequisite: MUS 206 or MUS 310. A comparative study of Orff and Kodaly approaches to teaching music including philosophy, instructional principles, activities and current materials.

**MUS 454 Pedagogical Approaches to Keyboard Literature (2)**

Evaluate various approaches to the study of keyboard literature through student participation in teaching and performing. Repeatable, no limitations.

**MUS 460 Survey of the Music Business (2)**

An introductory course designed to develop basic business skills in the music idiom through the study of copyright law, music licensing and publishing, artist/venue management and promotion, and the recording industry.

**MUS 463 Studio Performance Class: Piano (0)**

Studio performance class is an integral component of applied study. Each music major will attend a regularly scheduled session with all of the students in his or her major discipline. S/U graded. Repeatable, no limitations.

**MUS 464 Studio Performance Class: Brass or Percussion (0)**

Studio performance class is an integral component of applied study. Each music major will attend a regularly scheduled session with all of the students in his or her major discipline. S/U graded. Repeatable, no limitations.

**MUS 465 Individual Performance in Collaborative Piano (2-4)**

Prerequisites: MUS 348, MUS 349, MUS 265 or consent of instructor. In-depth study of repertoire and refinement of skills for the collaborative pianist. Repeatable, no limitations.

**MUS 466 Madrigal Singers (1)**

Membership in the Concert Choir required or by special permission. The UNC Madrigal Singers is a highly select group of 16 to 20 performers. The group performs a wide variety of choral chamber works in concerts throughout the year.

**MUS 467 University Symphony Orchestra (1-3)**

Audition required. Comprised of the best string, wind, brass, and percussion players. Reads and performs standard orchestra repertoire. Performs on and off campus. Repeatable, no limitations.

**MUS 468 Chamber Orchestra (1)**

Audition required. Comprised of outstanding strings Selected winds. performs chamber orchestra literature from Baroque to the present. Presents concerts on and off campus. Repeatable, no limitations.

**MUS 470 Individual Performance in Voice (2-4)**

Consent of instructor. Repeatable, no limitations.

**MUS 471 Individual Performance in Piano (2-4)**

Consent of instructor. Repeatable, no limitations.

**MUS 473 Individual Performance in Strings, Harp, or Guitar (2-4)**

Consent of instructor. Repeatable, no limitations.

**MUS 474 Individual Performance in Woodwinds (2-4)**

Consent of instructor. Repeatable, no limitations.

**MUS 475 Individual Performance in Brass or Percussion (2-4)**

Consent of instructor. Repeatable, no limitations.

**MUS 477 Individual Instruction in Composition (2-4)**

Consent of instructor. Repeatable, no limitations.

**MUS 480 Mixed Concert Choir (1)**

Audition required. Open to all students. Performs literature ranging from the classics to contemporary works. Performs concerts on and off campus. Repeatable, no limitations.

**MUS 481 Women's Glee Club (1)**

Audition required. Open to all female students. Performs on campus and joins with the Concert Choir in large masterworks with orchestra. Repeatable, no limitations.

**MUS 482 University Singers (1)**

Membership in Concert Choir required. Audition required. This select group of approximately 25 singers performs an extremely varied repertoire, from Renaissance motets to contemporary works. Repeatable, no limitations.

**MUS 483 Studio Performance Class: Voice (0)**

Studio performance class is an integral component of applied study. Each music major will attend a regularly scheduled session with all of the students in his or her major discipline. S/U graded. Repeatable, no limitations.

**MUS 484 Men's Glee Club (1)**

Audition required. Open to all male students. Performs on campus and in the community. Sings a wide variety of literature. Repeatable, no limitations.

**MUS 485 Performance in Opera Theatre (1-12)**

Audition required. Practical experience in the production and performance of a complete operatic work. Techniques of acting, singing, character analysis and stage direction will be studied. Repeatable, no limitations.

**MUS 486 Scene Studies in Opera (1-3)**

Audition required. Studying techniques of acting, singing, character analysis and stage department through the staging and performing of selected opera scenes and arias. Repeatable, no limitations.

**MUS 488 Concert Band (1-3)**

Audition required. Comprised of music majors and students from other disciplines. Members perform a wide variety of interesting literature selected from standard and current repertoire. Repeatable, no limitations.

**MUS 489 University Brass Choir (1)**

Audition required. Select performing ensemble of 21 brass and percussion students. Concentrate on literature for brass instrumental media, development of musical sensitivity, phrasing, style and intonation. Major ensemble credit. Repeatable, no limitations.

**MUS 490 Symphonic Band (1-3)**

Audition required. Performs literature drawn from contemporary and traditional repertoire. Repeatable, no limitations.

**MUS 491 Wind Ensemble (1-3)**

Audition required. Comprised of the most outstanding wind and percussion majors in the School of Music. The ensemble performs a repertoire of works requiring from 8 to 35 performers. Repeatable, no limitations.

**MUS 492 Marching Band (1)**

Audition required. Open to all university students. To develop marching/playing skills by utilizing current practices in marching band formation design and special marching band musical arrangements. Repeatable, no limitations.

**MUS 493 Studio Performance Class: Strings, Harp, Guitar (0)**

Studio performance class is an integral component of applied study. Each music major will attend a regularly scheduled session with all of the students in his or her major discipline. S/U graded. Repeatable, no limitations.

**MUS 494 Studio Performance Class: Woodwinds (0)**

Studio performance class is an integral component of applied study. Each music major will attend a regularly scheduled session with all of the students in his or her major discipline. S/U graded. Repeatable, no limitations.

**MUS 495 Special Topics in Music (1-4)**

A seminar covering areas in performance, research, education, history and theory that are of concern to the contemporary undergraduate student. Topics vary according to student interest and needs. Repeatable, under different subtitles.

**MUS 501 18th Century Counterpoint (2)**

Study of two- and three-voice counterpoint as found in the invention, canon, fugue and chorale prelude.

**MUS 502 Harmony and Form I (3)**

Study 18th and early 19th century harmonic practice and tonality concepts.

**MUS 503 Harmony and Form II (3)**

Prerequisite: MUS 502 or consent of instructor. The study of late 19th and 20th century harmonic and formal concepts.

**MUS 504 Music Theory Pedagogy (3)**

Become familiar with methods and materials available for teaching AP and undergraduate music theory. Receive practical experience through observation and practice teaching under the guidance of qualified instructors.

**MUS 505 Sixteenth Century Counterpoint (3)**

Study the style of 16th century polyphonic music, emphasizing actual period music as well as theoretical concepts. Compose two-, three- and four-voice motets.

**MUS 506 UNC String Project Pedagogy and Supervised Teaching Practicum (1-2)**

Consent of Director, UNC String Project. Specific, supervised string teaching assignments. Credit hours, not to exceed two per semester, dependent upon classroom/clinical experience hours assigned. Repeatable, no limitations.

**MUS 507 History of Instruments and Instrumental Practices (3)**

A historical study of the background and development of musical instruments, with emphasis on the related performance practices.

**MUS 508 Workshop (1-3)**

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

**MUS 509 Electronic Music (3)**

Describe materials used in electronic music and the techniques and equipment employed to transform and organize these into compositions. Students learn to use the synthesizer.

**MUS 510 Vocal Pedagogy (2)**

An introduction to the science and teaching of singing. Study of the skeletal system, muscles involved in breathing and phonation, vocal acoustics, and learning theories, past and present.

**MUS 511 Wind Band Literature and Techniques (2)**

A survey of the origins, development and historical significance of the wind band, including an overview of its literature, instrumentation and specific considerations for conducting this repertoire.

**MUS 512 Symphonic Literature and Techniques (2)**

Historical overview of the symphony, opera, and ballet orchestras and their literature. Addresses questions of style, performance practice, and programming. Includes specific study of conducting considerations for this repertoire and a unit of study on music for younger orchestras.

**MUS 513 Professional Renewal (1-3)**

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded. Repeatable, under different subtitles.

**MUS 515 Keyboard Literature I (2)**

Sightreading at Level III or above required. The study of keyboard music from its earliest beginnings through the works of Frederic Chopin and Robert Schumann. Offered every other year.

**MUS 516 Keyboard Literature II (2)**

Sightreading at Level III or above required. Concentrate on keyboard works from Franz Liszt and Johannes Brahms through the twentieth century. Offered every other year.

**MUS 519 Foundations of Music Education (3)**

Study historical, philosophical and psychological issues and principles that provide the context for contemporary music education.

**MUS 533 Curriculum Trends in Music Education (3)**

Study curriculum trends in music education, including methods of teaching, curriculum development and aesthetic education.

**MUS 534 Acting for Singers (2)**

Instruction in the special needs of the singer/actor: staging of arias, improvisation, freeing the voice through movement.

**MUS 536 German Art Song (3)**

An introduction to the origins of the art song form with in-depth study of the German art song from its historical beginnings through the present day.

**MUS 538 French/Italian Art Song (2)**

Course in the performance of 19th and 20th century French and Italian Art Song with particular emphasis upon style, technical requirements and diction.

**MUS 539 British/American Art Song (2)**

In-depth study of British and American art song. Emphasis will be on research and performance of 20th century materials.

**MUS 540 Techniques of Vocal Coaching (2)**

Prerequisite: Consent of Instructor. Acquaint students with musical style, performance practice and interpretation appropriate to song literature, oratorio and opera.

**MUS 541 Chamber Music Literature for Keyboard (2)**

Prerequisite: Consent of Instructor. This course will acquaint students with literature for keyboard with other instruments, both in duos and larger ensembles.

**MUS 542 Jazz Pedagogy (2)**

Graduate and qualified senior music majors only. Takes a pedagogical approach to the analysis of jazz ensemble scores, rehearsal techniques and rhythm sections. Looks at concert planning and audience building.

**MUS 543 Jazz Program Administration, Planning and Development (2)**

Graduate students and qualified senior Music majors. Deal with public relations, grant writing, promotion, programming, recruiting and other aspects of the development of a Jazz Studies Program. Learn planning and follow-through of the annual Jazz Festival.

**MUS 544 Seminar in Jazz History (3)**

An in-depth study of the history, historiography, and literature of jazz from its precursors to the present. Research, listening, and critical writing skills are stressed.

**MUS 546 Arranging (2)**

Prerequisite: MUS 218 or consent of instructor. Fundamental considerations in arranging music for small instrumental jazz ensembles and vocal jazz groups. Stylistic elements of melody, harmony, rhythm, texture, and form. Details of notation, score preparation and layout.

**MUS 547 Advanced Arranging (2)**

Prerequisite: MUS 546 or consent of instructor. Discussion of common techniques used by great arrangers. Prepares students to write arrangements for large jazz ensemble and studio orchestra.

**MUS 548 Accompanying and Coaching I (2)**

Consent of instructor. Acquaint students with necessary skills for collaborative performance through the study of listening, rhythm, sightreading, technique and 4-hand repertoire. Class performances required. Repeatable, no limitations.

**MUS 549 Accompanying and Coaching II (2)**

Prerequisite: MUS 348/MUS 548 or consent of instructor. Acquaint students with skills needed for collaborative performance through score reduction and discussion, listening and performance of song and instrumental literature. Class performances required. Repeatable, no limitations.



**MUS 550 Score Reading and Analysis (1)**  
Analysis of wind/orchestral/choral literature. Relates analysis techniques to preparation and performance. Literature studied varies from semester to semester. Repeatable, may be taken four times.

**MUS 551 Individual Performance in Conducting (2)**

Study of advanced problems in instrumental conducting. Regular conducting experience with University ensembles is an integral part of the course. Repeatable, may be taken four times.

**MUS 552 Principles of Piano Teaching I (2)**

Compare current piano methods. Study technical and musical problems with a beginning student. Offered every other year.

**MUS 553 Principles of Piano Teaching II (2)**

Prerequisite: MUS 352/MUS 552 or consent or instructor. A study of the methods of teaching musicianship and pianistic skills. Observe private and group lessons. Supervised teaching internship required. Offered every other year.

**MUS 554 Pedagogical Approaches to Keyboard Literature I (2)**

Evaluate various approaches to the study of keyboard literature through student participation in teaching and performing. Repeatable, no limitations.

**MUS 558 Choral Literature and Techniques (2)**

Examines selected choral orchestral works from the Baroque to the present. Includes specific study of conducting considerations for this repertoire.

**MUS 559 Opera History and Literature (2)**

Examine the historical significance and literature of the opera form from its precursors through the present time.

**MUS 560 Opera Directing Seminar (1-3)**

Prerequisites: Previous opera or music theatre performance experience. Consent of instructor. Study repertoire, floor plans, stage properties, hand properties, costume needs, make-up needs, and staging.

**MUS 564 Problems in Teaching Voice (2)**

Prerequisite: MUS 410/MUS 510 and consent of instructor. Emphasis is placed upon practical aspects of vocal pedagogy: repertoire selection, program building, learning theories and teaching concepts. Advanced studies in vocal acoustics and anatomy and vocal problems are included.

**MUS 565 Principles of Ensemble Intonation (1)**

Examine various tuning temperaments, emphasizing concepts of "just intonation" and its application to all flexible pitched ensembles. Employ electronic tuning devices with practical experience gained through small ensemble participation.

**MUS 580 String Techniques for the Conductor (2)**

The conductor will acquire the necessary skills to make musical and technical decisions based on a thorough understanding of orchestral string techniques.

**MUS 585 Advanced Jazz Improvisation (2)**

Consent of instructor. Study advanced jazz theory principles and apply to keyboard and other instrumental and vocal disciplines. Course content will change each semester. Repeatable, no limitations.

**MUS 600 Introduction to Musical Scholarship (2)**

Examines attitudes and aims of the music scholar, studies in bibliography reference materials, sources, and editions. Required of all Master's of Music candidates. Must be taken as early as possible.

**MUS 603 Analytical Studies in Music (3)**

Mastery of traditional harmony required. Students analyze the structure of music.

**MUS 604 Seminar in Schenker Analysis (2)**

A study of the application of the ideas of Heinrich Schenker to music analysis, performance and music theory.

**MUS 610 Research in Music Education (3)**

Develop concepts and skills for understanding and evaluating research in music education. Study the design and techniques of empirical research in music education. Complete research study to submit for publication.

**MUS 612 Psychology of Music Teaching and Learning (3)**

Introduces concepts of psychology in the acquisition and development of musical cognition, affect, and physiological response. Combines study of empirical research and practical approaches for use in the classroom.

**MUS 621 Small Jazz Ensembles (1)**

Open to any student by audition. Groups consist of rhythm section plus 3 or 4 horns. Groups are listed in Music degree section of this Catalog. Repeatable, no limitations.

**MUS 622 Directed Studies in Music (1-4)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**MUS 623 Individual Studies in Effective Teaching (1-3)**

Designed according to candidate's primary emphasis and satisfies the Seminar in Teaching (discipline) required of all D.A. candidates in Music. Repeatable, maximum of three credits.

**MUS 624 Vocal Jazz Ensembles (1)**

Audition required. Graduate student only. Each ensemble limited to 20 voices: 4 sopranos, 4 altos, 4 tenors, 4 baritones, 4 basses, plus rhythm section and horns. Repeatable, no limitations.

**MUS 625 Jazz Ensembles (1)**

Audition required. Instrumentation is brass, woodwind and rhythm. Concentrate on jazz idiom music: show and dance music and concert jazz. Receive thorough preparation for teaching at both secondary and college levels. Repeatable, no limitations.

**MUS 628 Collegium Musicum (1)**

Audition required. Majors only. This performing group specializes in historically informed performance of early music. Historical treatises, appropriate ornamentation and improvisation and pre-19th century styles are the focus of the class. Repeatable, no limitations.

**MUS 630 Small Ensembles and Chamber Music (1)**

Small chamber groups that rehearse regularly and are coached by a faculty member. Repeatable, no limitations.

**MUS 636 Individual Performance in Jazz (2-4)**

Consent of Instructor. Private instruction in performance practice, technical study, and literature relevant to jazz.

**MUS 643 Seminar: Medieval Music (3)**

A study of musical style in its historical, theoretical and practical aspects during the Middle Ages.

**MUS 644 Seminar: Music in the Renaissance (3)**

A cultural and historical examination of music and musical style during the 15th and 16th centuries. Flemish composers, the Madrigal, the Venetian School and similar subjects will receive special attention.

**MUS 645 Seminar: The Baroque Period (3)**

Music from 1600 to 1750. Investigates opera from Florentine beginnings through Venetian, Neapolitan and French styles to 1750; growth of chamber, orchestral and solo instrumental music, and religious vocal music.

**MUS 646 Seminar: The Classic Period (3)**

Historical and cultural influences bearing upon emergence of 18th century classicism in music. The composers, representative works, forms, styles and media of the Classic era.

**MUS 647 Seminar: The Romantic Period (3)**

Representative composers, musical styles, works, related literary movements, aesthetic theories and musical criticism of the period will be researched and discussed.

**MUS 648 Seminar: Music Since 1900 (3)**

Study of major trends in this music, accompanied by investigation into their social and cultural bases. Technical aspects of this music are more thoroughly investigated in the course, MUS 503.

**MUS 649 Music History Pedagogy (3)**

Surveys philosophical approaches and methods to the teaching of Music Appreciation, Music History, and more specialized courses.

**MUS 650 Seminar: Choral Music (2)**

A seminar to allow discussion of a variety of subjects related to choral literature. Individual projects will be assigned, calling for creative research.

**MUS 653 Vocal Literature and Styles (3)**

A study of the stylistic, aesthetic and repertorial aspects of vocal music, including opera and choral music, through the various historical periods in music.

**MUS 657 Instrumental Literature and Styles (3)**

A study of the stylistic, aesthetic and repertorial aspects of instrumental music, including orchestral and chamber music, through the various historical periods in music.

**MUS 658 Brass Pedagogy (3)**

Prerequisite: MUS 364 or consent of instructor. In-depth study of brass materials and performance techniques. Examines brass teaching problems encountered by teachers at the K-12 and college levels.

**MUS 661 Percussion Pedagogy (2)**

Prerequisite: MUS 364 or consent of instructor. Explore advanced techniques, methods and materials related to all the percussion instruments.

**MUS 662 Woodwind Pedagogy (2)**

Prerequisites: MUS 361, MUS 362 or consent of instructor. Majors only. In-depth study of teaching material and techniques related to the flute, clarinet, saxophone, oboe and bassoon.

**MUS 665 Individual Performance in Collaborative Piano (2-4)**

Prerequisites: MUS 348, MUS 349 and MUS 465 or consent of instructor. In-depth study of repertoire and refinement of skills for the collaborative pianist. Repeatable, no limitations.

**MUS 666 Madrigal Singers (1)**

Membership in the Concert Choir required or by special permission. The UNC Madrigal Singers is a highly select group of 16 to 20 performers. The group performs a wide variety of choral chamber works in concerts throughout the year. Repeatable, no limitations.

**MUS 667 University Symphony Orchestra (1-3)**

Audition required. Comprised of the best string, wind, brass, and percussion players. Reads and performs standard orchestra repertoire. Performs on and off campus. Repeatable, no limitations.

**MUS 668 Chamber Orchestra (1)**

Audition required. Comprised of outstanding strings Selected winds. Performs chamber orchestra literature from Baroque to the present. Presents concerts on and off campus. Repeatable, no limitations.

**MUS 670 Individual Performance in Voice (2-4)**

Consent of instructor. Repeatable, no limitations.

**MUS 671 Individual Performance in Piano (2-4)**

Consent of instructor. Repeatable, no limitations.

**MUS 673 Individual Performance in Strings, Harp, or Guitar (2-4)**

Consent of instructor. Repeatable, no limitations.

**MUS 674 Individual Performance in Woodwinds (2-4)**

Consent of instructor. Repeatable, no limitations.

**MUS 675 Individual Performance in Brass or Percussion (2-4)**

Consent of instructor. Repeatable, no limitations.

**MUS 677 Individual Instruction in Composition (2-4)**

Consent of instructor. Repeatable, no limitations.

**MUS 680 Mixed Concert Choir (1)**

Audition required. Limited to approximately 60-65 singers. Open to all students. The Choir performs a wide range of literature: classics to contemporary works. Widely recognized for its excellence, the Concert Choir performs concerts on campus and tours annually. Repeatable, no limitations.

**MUS 681 Women's Glee Club (1)**

Audition required. Open to all female students. Performs on campus and joins with the Concert Choir in large masterworks with orchestra. Repeatable, no limitations.

**MUS 682 University Singers (1)**

Audition required. Membership in Concert Choir required or consent of instructor. This select group of 25 singers performs an extremely varied repertoire from Renaissance motets to contemporary works. Repeatable, no limitations.

**MUS 684 Men's Glee Club (1)**

Audition required. Open to all male students. Performs on campus and in the community. Sings a wide variety of literature. Repeatable, no limitations.

**MUS 685 Performance in Opera Theatre (1-12)**

Audition required. Practical experience in the production and performance of a complete operatic work. Techniques of acting, singing, character analysis and stage direction will be studied. Repeatable, no limitations.

**MUS 686 Scene Studies in Opera (1-3)**

Audition required. Studying techniques of acting, singing, character analysis and stage deportment through the staging and performing of selected opera scenes and arias. Repeatable, no limitations.

**MUS 688 Concert Band (1-3)**

Audition required. Comprised of music majors and students from other disciplines. Members perform a wide variety of interesting literature selected from standard and current repertoire. Repeatable, no limitations.

**MUS 689 University Brass Choir (1)**

Select performing ensemble of 21 brass and percussion students. Concentrate on literature from brass instrumental media. Develop musical sensitivity, phrasing, style and intonation. Major ensemble credit. Repeatable, no limitations.

**MUS 690 Symphonic Band (1-3)**

Audition required. Selected from the finest performers on campus. Although most members are music majors, students specializing in other fields often qualify for this ensemble. Literature is drawn from contemporary and traditional repertoire. Repeatable, no limitations.

**MUS 691 Wind Ensemble (1-3)**

Audition required. Comprised of the most outstanding wind and percussion majors in the School of Music. The ensemble performs a repertoire of works requiring from 8 to 35 performers. Repeatable, no limitations.

**MUS 693 Practicum in Music (1-4)**

Open only by invitation to resident graduate students. Supervised professional activity in the major field, approximately two hours per day. Two copies of a well-written paper must be filed with instructor before credit is given. Repeatable, no limitations.

**MUS 695 Special Topics in Music (1-4)**

A seminar covering areas in performance, research, education, history and theory that are of concern to the contemporary graduate student. Topics will vary according to student interest and needs. Repeatable, under different subtitles.

**MUS 699 Thesis (1-6)**

Required of Master of Music students majoring in Theory and Composition. Consult respective department for specific requirements. S/U graded. Repeatable, no limitations.

**MUS 700 Introduction to Doctoral Research (3)**

Analytical studies in music writing and research techniques for dissertation and field studies; survey critical problems in music; prepare research and proposal outlines.

**MUS 794 Supervised Practicum in College Teaching (2)**

Observe and practice college teaching under supervision and as a basis for analysis of learning experiences. Repeatable, maximum six credits.

**MUS 797 Doctoral Proposal Research (1-4)**

Required of all doctoral students. Repeatable, maximum of four credits.

**MUS 799 Doctoral Dissertation (1-12)**

Required of all doctoral candidates. Repeatable, no limitations.

**NURS — NURSING****NURS 200 Women's Health Care (3)**

For students of any major. Examines women's health care concerns over the adult life span and the accompanying psychological, sociological and cultural implications. Includes an historical perspective. (LAC, gtp)

**NURS 310 Foundations of Professional Practice I (2-3)**

Majors only. Admission into clinical program. Explores the roles of the professional nurse in multidimensional health care settings. Concepts of professionalism, accountability and theory-based practice are introduced.

**NURS 312 Health Assessment (3)**

Co-requisite: NURS 314. Majors only. Admission into clinical program. A theoretical health assessment course for healthy individuals and their families. It focuses on physical, mental, developmental and cultural appraisals.

**NURS 314 Health Assessment Practicum (1)**

Co-requisite: NURS 312. Majors only. Application of health assessment techniques for individuals and their families. Involves skills lab practice.

**NURS 317 HIV/AIDS Issues in Health Care (1)**

Clinical level nursing student, RN, LPN or other health care professionals. Emphasizes psychosocial, ethical, legal and policy issues related to HIV/AIDS. Public health interventions will be explored and evaluated and the role of the health care professional. S/U graded.

**NURS 318 Health Care Systems (3)**

For students of any major. Introduces the concepts of health and health care systems: explores philosophical, historical, political and professional relationships that exist in health care delivery.

**NURS 320 Basic EKG Interpretation (2)**

Prerequisites: BIO 341, BIO 350. Clinical level nursing student or RN. An introduction to the basic concepts of EKG and arrhythmias recognition. S/U or letter graded.

**NURS 321 Clinical Implications of Laboratory Data (2)**

Clinical majors or consent of instructor. Fundamental concepts of laboratory data analysis and microbiological principles as they relate to nursing practice.

**NURS 324 Therapeutic Interventions (4)**

Clinical nursing majors only. Emphasis is on therapeutic interventions appropriate for individuals, families and communities across the life span in a variety of settings, focusing on psychomotor and communication skills. S/U graded. Participation fee.

**NURS 326 Pathophysiology (3)**

Prerequisite: A previous anatomy and physiology course(s). A systems approach to alteration and disruption of physiologic functions. Focus on differentiation of pathophysiologic findings and identification of major disease processes.

**NURS 327 Pharmacology in Nursing Practice (3)**

Prerequisite: BIO 246. Study drug classifications, emphasizing pharmacodynamics in care of children and adults. Analyze pharmacological problems and plan nursing care to support treatment and avoid or alleviate iatrogenic problems of drug therapy.

**NURS 328 Health Assessment (for RNs only) (4)**

Consent of instructor. Health assessment course for RNs designed to provide cognitive and technical skills in history taking and physical examination across the lifespan.

**NURS 335 Foundations of Professional Practice II (3)**

Majors only. Develops beginning research skills in relationship to the health outcomes throughout the lifespan. The emphasis will be on research, education and culture.

**NURS 374 Episodic Alterations in Adult Health Practicum (6)**

Co-requisites: NURS 375 & NURS 376. Majors only. Completion of Semester I courses. Focuses on application of therapeutic interventions guided by the nursing process in the acute, episodic care of adults of all ages and their families S/U graded. Participation fee.

**NURS 375 Episodic Alterations in Adult Health Theory I (4)**

Co-requisites: NURS 374 & NURS 376. Majors only. Completion of Semester I courses. Develops understanding of therapeutic interventions guided by the nursing process to maximize self-care capabilities in the care of adults of all ages experiencing episodic alterations in health and their families.

**NURS 376 Episodic Alterations in Adult Health Theory II (3)**

Co-requisites: NURS 374 & NURS 375. Majors only. Completion of Semester I courses. Develops understanding of therapeutic interventions guided by the nursing process to maximize self-care capabilities in the care of adults of all ages experiencing episodic alterations in health and their families.

**NURS 404 Community and Public Health Nursing Practicum (3)**

Co-requisite: NURS 405. Majors only. Therapeutic nursing interventions applied to community and public health nursing for families, communities and populations. Emphasis on application of concepts of health maintenance, health promotion and disease prevention. Participation fee.

**NURS 405 Community and Public Health Nursing (3)**

Co-requisite: NURS 404. Majors only. Completion of Semester III courses. Nursing theory applied to community and public health concepts. Focuses on principles of health maintenance, health promotion and disease prevention for families, communities and populations.

**NURS 408 Nursing Workshop (1-3)**

Offers undergraduate students an opportunity to increase nursing knowledge and skills. Repeatable, under different subtitles.

**NURS 410 Foundations of Professional Practice III (3)**

Majors only. Completion of Semester II courses. This course emphasizes issues in professional nursing as they relate to the changing health care environment. Students will utilize principles of change, qualitative research, policy and politics.

**NURS 414 Psychiatric Mental Health Nursing Practicum (3)**

Co-requisite: NURS 415. Majors only. Nursing intervention for clients with psychiatric disorders. Emphasis is on nursing process for continued development of therapeutic skills in caring for acute and chronic psychiatric disorders. S/U Graded. Participation fee.

**NURS 415 Psychiatric Mental Health Nursing (3)**

Co-requisite: NURS 414. Majors only. Completion of Semester III courses. Nursing theory applied to biological, psychological and sociocultural dimensions of mental health care. Concepts of chronic illness are introduced and applied to select care problems.

**NURS 422 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**NURS 424 Maternal, Newborn & Pediatric Practicum (6)**

Co-requisites: NURS 425 & NURS 426. Majors only. Completion of Semester II courses. Focus on provision of therapeutic interventions guided by nursing process for acute episodic care and health promotion for obstetrical, gynecological, newborn and pediatric patients and their families. S/U graded. Participation fee.

**NURS 425 Childbearing Families Theory (3)**

Co-requisites: NURS 424 & NURS 426. Majors only. Completion of Semester II courses. Explores role of nursing in health promotion and acute episodic care of women, childbearing women, newborns and their families.

**NURS 426 Pediatric Nursing Theory (3)**

Co-requisites: NURS 424 & NURS 425. Majors only. Completion of Semester II courses. Develops knowledge about episodic alterations in health, health promotion, and disease prevention for infants, children and their families.

**NURS 435 Foundations of Professional Practice IV (3)**

Majors only. Completion of Semester III courses. The emphasis of this course is on the nurse as leader/manager in society with respect to current issues and trends.

**NURS 453 Community Health Nursing for RNs (4)**

Majors only. Admission into clinical nursing program. Nursing theory applied to chronic illness and community health concepts. A focus will be placed on nursing management and facilitation of optimal health for individuals, families and communities.



**NURS 454 Community Health Nursing Practicum for RNs (4)**

Majors only. Admission into clinical program. Focus on therapeutic nursing interventions applied to chronic illness management and community health nursing. Emphasis will be placed on case management of complex and chronic health problems in community settings. S/U graded.

**NURS 464 Professional Roles for RNs (5)**

Majors only. Admission into clinical program. A combination of seminar and preceptored practicum that provides socialization into the role set of the professional nurse with an emphasis on leadership and management. S/U graded.

**NURS 465 Professional Roles with Individuals, Families and Communities (10)**

Majors only. Completion of Semester IV courses. A combination of seminar and preceptored practicum that provides socialization into the role set of the professional nurse with an emphasis on leadership and management. S/U graded. Participation fee.

**NURS 471 Care of the Terminally Ill (1)**

Admission to Clinical Level III required. Discuss historical and contemporary attitudes toward death and dying. Examines clinical management techniques used in symptom control. Explore emotional and spiritual concerns. Analyze professional, organizational and societal factors. S/U graded.

**NURS 507 Leadership and Nursing Issues (3)**

Involves comprehensive investigation and analysis of health care issues and leadership theory and skills which are imperative in today's health care environment.

**NURS 508 Workshop (1-3)**

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

**NURS 510 Concepts in Transcultural Nursing (3)**

For seniors, post-B.S. or M.S. in nursing students. Summers only. Focuses on transcultural nursing and cultural assessment for the purpose of providing culturally congruent and competent nursing care. Describes culture care beliefs, values and practices of specific cultures.

**NURS 511 Advanced Transcultural Nursing and Research (3)**

Prerequisites: NURS 510. Summers only. The use of ethnonursing, ethnography and other qualitative research methods to generate and analyze cultural differences and similarities in care, health beliefs, values and practice of various cultures.

**NURS 512 Transcultural Nursing Field Experience (3)**

Pre or Co-requisite: NURS 511. Summers only. The application of the ethnonursing research methodology to analyze differences and similarities within a cultural experience as determined by the student and faculty. S/U graded.

**NURS 513 Professional Renewal (1-3)**

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general knowledge or methodologies. S/U or letter grades. Repeatable, under different subtitles.

**NURS 600 Nursing Theory (3)**

Admission to Master's Program required. Introduction to theoretical foundations for advanced nursing practice. Application of theory to clinical nursing practice and to nursing education. Emphasis on the development, application and critique of nursing models.

**NURS 602 Management of Chronically Ill Populations I (4)**

Admission to master's program required. The impact of chronic illness across the lifespan is examined using a conceptual approach. Health promotion and illness management are emphasized through case management care delivery. 45 practicum hours required.

**NURS 604 Management of Chronically Ill Populations II (4)**

Application of the nursing process and case management is examined in the development of health promotion and illness management strategies for the chronically ill adult and child. 45 practicum hours required.

**NURS 605 Nursing Research (3)**

Advanced research concepts, methodology, and application of descriptive and inferential statistical components to data analysis. Critique selected research projects to determine relevance to nursing practice and contribution to theory development.

**NURS 607 Leadership in Health Policy (3)**

Majors only or consent of instructor. Integrates theory and empirical research about leadership and health policy. Participates in the policy development process.

**NURS 610 Health Assessment (3)**

Emphasis in health history taking, physical assessment and interviewing of individuals across the life span. 45 practicum hours required.

**NURS 612 Advanced Pharmacology (4)**

Examine clinical pharmacokinetics and pharmacotherapeutics. Focus on selected drug groups and their safe and appropriate utilization in primary care practice.

**NURS 614 Advanced Pathophysiology (3)**

Focus on pathophysiology, symptomatology and etiology of commonly encountered acute and chronic clinical entities of children and adults.

**NURS 615 Advanced Seminar in Transcultural Theories and Methods (3)**

Consent of Instructor. This course is a survey of theories and research methods used in transcultural health care and other disciplines.

**NURS 622 Directed Studies (1-3)**

Graduate students only. Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**NURS 630 Teaching Strategies in Nursing (3)**

Practice teaching of nursing students, practicing nurses and/or clients. Analyze teaching strategies in academic and clinical settings.

**NURS 640 Health Care of Families I (4)**

Majors only. Application of theoretical and research based developmental approaches to primary health care of families with particular emphasis on childhood/adolescence. 45 practicum hours required.

**NURS 645 Health Care of Families II (4)**

Majors only. Application of theoretical and research based developmental approaches to primary care of families with particular emphasis on women's health and adult episodic care. 45 practicum hours required.

**NURS 650 Health Care of Families III (4)**

Majors only. Application of theoretical and research based developmental approaches to primary care of families with particular emphasis on chronically ill and older adults and psychosocial adjustment disorders. 45 practicum hours required.

**NURS 660 Nursing Education Seminar (4)**

Synthesis of concepts from nursing theory, research and education courses. Experience with curriculum development and analysis. 45 practicum hours required.

**NURS 665 Seminar Topics in Chronic Illness (3)**

Majors only or permission of instructor. Engage in a course of study designed to investigate a special topic in chronic illness. Emphasis may be in a specific area or applicable across chronic illnesses/ conditions.

**NURS 680 Advanced Practice Role Practicum (1-9)**

Majors only. Final clinical experience provides students an opportunity to practice advanced roles intervention in underserved and/or rural areas. S/U graded. Repeatable, maximum of 9 credits for a total of 405 practicum hours.

**NURS 690 Advanced Professional Role (2)**

Majors only. Advanced practice role development in health maintenance and illness management is examined from several perspectives.

**NURS 691 Applied Nursing Research (3)**

Majors only. Application of concepts from graduate research in a completed scholarly project, under direction of a graduate faculty member.

**NURS 695 Advanced Academic Nursing Roles (3)**

The emphasis of this course is on direct responsibility/accountability for experience in the role of academic clinical and didactic teaching or administrative roles. 45 practicum hours required.

**NURS 699 Thesis (1-6)**

Terminal program course. All other courses should be taken before or concurrently. Guided research project that demonstrates evidence of original thought as well as advanced knowledge of the research process. S/U graded. Repeatable, no limitations.

**NURS 700 Advanced Nursing Theory (3)**

Majors only or consent of instructor. The focus of this course is nursing knowledge development and the underpinnings of nursing science, practice and education.

**NURS 702 Advanced Concepts of Vulnerable Underserved Populations (3)**

Majors only or consent of instructor. Examines contextual contributors to development of vulnerable populations and public response. Implications for nursing research and practice are explored.

**NURS 710 Evaluation in Nursing Education (3)**

Majors only. Emphasis on data collection needs assessment, instrument analysis and evaluation in nursing education.

**NURS 730 The Scholarship of Teaching and Practice in Nursing Education (2)**

Majors only. This course is designed to prepare the learner for scholarship in nursing education, publication, presentation and grant writing activities.

**NURS 740 Intensive Teaching Practicum (3)**

Majors only or consent of instructor. Discussion and guided experiences in teaching of nursing, including planning, developing, implementing and evaluating classroom and clinical instruction.

**NURS 760 Advanced Nursing Curriculum Design (3)**

Majors only. Examines historical, philosophical, sociol-cultural, political, economic, and professional issues that impact curriculum in nursing education. The focus is on design and evaluation of a nursing curriculum.

**NURS 780 The Professorial Role in Nursing Education (3)**

Prerequisite: Licensed RN and accepted into doctoral program. Involves comprehensive investigation of the academic nursing role in higher education relative to administration, student issues, program requirements and faculty expectations

**NURS 790 Research Colloquium (2)**

Seminar exploring the nature of doctoral research in nursing and nursing scholarship. Possible dissertation topics are explored.

**NURS 797 Doctoral Proposal Research (1-4)**

Majors only. All doctoral students must earn four hours as partial fulfillment of requirements for the doctorate. Explores dissertation research problems, theoretical framework, methodology and data analysis methods to launch dissertation research. S/U graded. Repeatable, maximum of 4 credits.

**NURS 799 Doctoral Dissertation (1-12)**

Majors only. All doctoral students must earn 12 hours as partial fulfillment of requirements for the doctorate. Dissertation must be approved by and defended to the dissertation committee. S/U graded. Repeatable, maximum of 12 credits.

**NURS 999 Graduate School Continuous Registration (1)**

To permit a graduate student to continue making progress in a degree program. S/U graded. Repeatable, no limitations.

**OCN — OCEANOGRAPHY****OCN 110 Our Ocean Systems (3)**

Examine ocean environment and its human impact. Topics include description of ocean systems, marine exploration, international issues, food and mineral resources, coastal erosion, pollution and technological developments. (LAC, gtP)

**OCN 200 General Oceanography (4)**

(3 lecture, 2 laboratory) For non-science majors only. Geological, physical, chemical and biological aspects of oceans and ocean basins. Field trip required. (LAC, gtP)

**OCN 301 Physical and Chemical Oceanography (4)**

(3 lecture, 2 laboratory) Historical, physical and chemical aspects of oceanography including general character of water masses, ocean circulation and currents, waves, tides, ocean-atmosphere interactions and chemical oceanography.

**OCN 302 Geological and Biological Oceanography (4)**

(3 lecture, 2 laboratory) Geological and biological aspects of the ocean including origin of oceans and ocean floors, marine sediments and geomorphology, distribution and ecology of marine organisms and ocean productivity. Required field trip.

**OCN 422 Directed Studies (1-4)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**OCN 622 Directed Studies (1-4)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**PHIL — PHILOSOPHY****PHIL 100 Introduction to Philosophy (3)**

An examination of issues pertaining to knowledge, reality and morality. Issues examined might include the following: Can we know anything? Does God exist? Is morality merely personal opinion? (LAC, gtP)

**PHIL 101 Critical Thinking and Writing (3)**

Prerequisite: ENG 122. Introduction to methods of critical thinking as required for critical and evaluative writing.

**PHIL 110 Figures in Western Philosophy (3)**

Figures studied will include three to five of the following: Plato, Aristotle, Aquinas, Descartes, Hobbes, Leibniz, Berkeley, Hume, Kant, James, Sartre. (LAC, gtP)

**PHIL 150 Ethics in Theory and Practice (3)**

Acquaint students with the history of ethical theories and enable students to apply the theories to contemporary ethical problems. (LAC, gtP)

**PHIL 220 The Nature of Legal Reasoning (3)**

No background in philosophy is required. A study of the reasoning involved in the law. Students will read cases, write legal briefs and argue their cases orally.

**PHIL 240 Formal Logic I (3)**

A first course in mathematical logic. Topics include calculi and artificial languages, the logistic method, truth functions, propositional calculi, and a language adequate for first order logic.

**PHIL 241 Formal Logic II (3)**

Prerequisite: PHIL 240. Topics include inference rules for first order logic, logical metatheory (including proofs of the soundness and completeness of a first order predicate calculus), identity and terms, and formalized theories.

**PHIL 260 History of Ancient Philosophy (3)**

A study of the major figures in the history of Western philosophy from the pre-Socratics to Plotinus.

**PHIL 261 History of Modern Philosophy (3)**

A study of the major figures in Western philosophy from Descartes through Kant.

**PHIL 300 Topics in Philosophy (3)**

Offerings under this heading will focus on areas of philosophical interest not regularly covered at the 300 level (e.g., Philosophy of Mind). Repeatable, under different subtitles.

**PHIL 350 Ethics (3)**

In-depth examination of selected topics in ethics (e.g. ethical relativism and subjectivism, the possibility of moral knowledge, the structure of moral reasoning, freedom and responsibility).

**PHIL 355 Social and Political Philosophy (3)**

In-depth examination of selected topics in social and political philosophy (e.g. the concept of political obligation, freedom and dissent, equality and justice, human rights).

**PHIL 370 Philosophy of Religion (3)**

In-depth examination of selected topics in philosophy of religion (e.g. the nature and justification of religious belief, freedom and sin, arguments for and against God's existence).

**PHIL 385 Epistemology (3)**

In-depth examination of selected topics in theory of knowledge (e.g. the nature and limits of human knowledge, knowledge and belief, doubt and certainty, perception and intuition, faith and justification).

**PHIL 390 Metaphysics (3)**

In-depth examination of selected topics in metaphysics (e.g. the nature of space and time, particulars and universals, the different senses of 'being,' substance, causality, identity and difference).

**PHIL 422 Directed Study (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**PHIL 495 Advanced Seminar (3)**

Detailed investigation of a specific philosophical issue. Substantial independent research and at least one oral presentation required. Repeatable, no limitations.

**PHIL 497 Student Internship (1-3)**

Consent of instructor. Practical training in one or more areas of the profession. Only six credits counted for major and 3 for minor. S/U graded. Repeatable, no limitations.

**PHYS — PHYSICS****PHYS 220 Introductory Physics I (5)**

(4 lecture, 3 laboratory) Prerequisite: MATH 124 or high school algebra. First semester of algebra-based physics. Areas covered are classical mechanics and heat. (LAC, gTP)

**PHYS 221 Introductory Physics II (5)**

(4 lecture, 3 laboratory) Prerequisite: PHYS 220. Second semester of algebra-based physics. Areas covered are waves, sound, light, electricity, magnetism and modern physics.

**PHYS 240 General Physics I (5)**

(4 lecture, 3 laboratory) Prerequisite: MATH 131 or take concurrently. First semester of calculus-based introductory physics. Kinematics, Newton's laws, momentum, work, energy, gravity, oscillatory systems, heat and thermodynamics. (LAC, gTP)

**PHYS 241 General Physics II (5)**

(4 lecture, 3 laboratory) Prerequisites: PHYS 240, MATH 132 or take concurrently. Second semester of calculus-based introductory physics. Electricity, magnetism, electromagnetic radiation, wave motion, sound, light, geometric and physical optics.

**PHYS 301 Seminar in Physics (1)**

Focus on current topics in physics not covered in existing departmental offerings. Oral report required. Repeatable, maximum of two credits.

**PHYS 320 Mathematical Methods I (3)**

Prerequisite: MATH 132. Survey of mathematical applications in advanced physical sciences, including vector calculus, integration techniques, complex variables, Laplace and Fourier transforms and matrix algebra.

**PHYS 321 Elementary Modern Physics (4)**

(3 lecture, 3 laboratory) Prerequisites: PHYS 221 or PHYS 241. PHYS 241 may be taken concurrently. Important topics in physics of 20th century, including relativity, atomic, nuclear, quantum concepts, uncertainty, lasers.

**PHYS 340 Mechanics (4)**

Prerequisite: PHYS 241. Intermediate course in classical mechanics. Includes Newton's laws, work and energy, oscillatory, central force and rigid body motion, and Lagrangian and Hamiltonian dynamics.

**PHYS 341 Electricity and Magnetism (4)**

Prerequisite: PHYS 241. Intermediate study of classical electromagnetism. Includes electrostatics, magnetostatics, electric and magnetic fields in matter, electrodynamics, electromagnetic waves, and radiation.

**PHYS 343 Electronics (4)**

(3 lecture, 3 laboratory) Prerequisites: PHYS 241. Analysis and design of electronic circuits, including analog and digital electronics, computer interfacing, and integrated circuits.

**PHYS 345 Quantum Mechanics I (3)**

Prerequisites: PHYS 241, PHYS 321. First in a sequence of two courses. Introduction to quantum mechanics, including wave functions, the time-independent Schrodinger equation, and the matrix formulation of quantum mechanics.

**PHYS 347 Optics (4)**

(3 lecture, 3 laboratory) Prerequisites: PHYS 241, MATH 132. Geometric and physical optics, instrumentation, wave theory, light sources and lasers.

**PHYS 360 Laboratory Physics I (2)**

(1 lecture, 3 laboratory) Prerequisite: PHYS 321. First in a sequence of two courses. Advanced laboratory skills and methods in physics.

**PHYS 370 Research I (1-3)**

Prerequisite: Two years of physics courses that apply to major. Independent experimental or theoretical research in physics. Weekly conferences with research advisor. A research proposal is required. Repeatable, maximum of six credits.

**PHYS 420 Mathematical Methods II (3)**

Prerequisite: PHYS 320. Continuation of PHYS 320. Boundary value problems, partial differential equation, numerical integration, numerical solutions to differential equations, contour integration, probability and statistics. Emphasis on applications to physics and engineering.

**PHYS 422 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**PHYS 440 Thermodynamics and Statistical Mechanics (4)**

Prerequisite: MATH 132 (prerequisite or concurrent enrollment). Introduction to kinetic theory and statistical mechanics, thermodynamic systems, equations of state and laws of thermodynamics.

**PHYS 443 Devices (3)**

Prerequisite: PHYS 241. Theory of electronic devices for collecting and processing signals.

**PHYS 445 Quantum Mechanics II (3)**

Prerequisite: PHYS 345. Second in a sequence of two courses. Applications of quantum mechanics, including perturbation theory, scattering, and many particle systems.

**PHYS 447 Electro-optics (2)**

Prerequisite: PHYS 347. Lasers, holography and holographic interferometry, fiber optics (including communications) and electro-optic devices.

**PHYS 448 Nuclear and Particle Physics (4)**

(3 lecture, 3 laboratory) Prerequisites: PHYS 321, MATH 233. Nuclear properties, models, and reactions, radioactive decay and detection of radiation, elementary particle physics, and other extensions.

**PHYS 460 Laboratory Physics II (2)**

(1 lecture, 3 laboratory) Prerequisite: PHYS 360. Advanced laboratory projects.

**PHYS 470 Research II (1-3)**

Prerequisite: PHYS 370. Independent experimental or theoretical research in physics. Weekly conferences with research advisor. A paper and oral presentation are required. Repeatable, maximum of 12 credits.

**PHYS 475 Seminar in Teaching Physics (2)**

Teaching physics and physical science at elementary and secondary levels. Professional responsibilities of teaching science. Entry level operational knowledge of strategies and available materials.



**PHYS 495 Special Topics in Physics (1-3)**  
Prerequisites: PHYS 221 or PHYS 241.  
Consent of instructor. Topics of special interest in areas of physics not covered by other courses. Repeatable, under different subtitles.

**PHYS 508 Physics Workshop (1-4)**  
A physics subject matter workshop course designed to improve the physics content background of teachers. Repeatable, under different subtitles.

**PHYS 509 Advanced Placement Institute in Physics (2)**  
Consent of instructor. Topics in physics content and pedagogy appropriate to the establishment, development and maintenance of an advanced placement program in physics. S/U graded.

## PLP — PRESIDENTIAL LEADERSHIP PROGRAM

**PLP 100 Contemporary Leadership In Theory (3)**  
Prerequisite: MIND 180. An introduction to contemporary leadership theory and practice, focusing on leadership opportunities, problems and decision-making in business, political life, and the realm of faith.

**PLP 200 The Entrepreneur in America (2)**  
Prerequisites: MIND 180 and PLP 100, or enrollment in the Monfort College Entrepreneurship program. The entrepreneur, the self-made individual who triumphs in the marketplace, is an American archetype. This course explores the careers of representative American entrepreneurs from Ben Franklin to Bill Gates.

**PLP 492 Internship/Study Abroad (1-3)**  
Prerequisites: Enrollment in the Leadership minor and completion of MIND 180 and PLP 100. This course offers variable credit in an approved internship and/or study abroad. Repeatable, maximum of three credits.

**PLP 499 Capstone (2)**  
Prerequisites: Completion of all other courses in the Leadership minor. Each student's Capstone project traces the transitions to college and from college to the world of work and/or post graduate studies.

## PSCI — POLITICAL SCIENCE

**PSCI 100 United States National Government (3)**  
Identification and analysis of the principle rules, actors and institutions of national politics and explanation of their development. Required of all PSCI majors and minors. (LAC, gTP)

**PSCI 105 Fundamentals of Politics (3)**  
An introduction to political ideals, with emphasis on concepts of freedom, citizenship, justice, and power; attendant focus on ideologies (from democracy to fascism) and contributions of ancient and modern worlds. (LAC, gTP)

**PSCI 200 Introduction to Comparative Politics (3)**  
A survey of the concepts and approaches used to study government and politics in countries around the world. Students will become acquainted with politics in different countries around the world.

**PSCI 203 Colorado Politics (3)**  
Examination of Colorado state and local politics including the institutions and processes of policy making from a comparative perspective.

**PSCI 207 Women and Politics (3)**  
Examination of the women's movement and its development including the strategies and tactics employed and the ends sought.

**PSCI 208 Introduction to Public Administration (3)**  
Learn history and theory of public administration. Public policy process, administrative execution, organizational mission and external pressures on administrators analyzed. Emphasize case studies, decisions and impact on citizens.

**PSCI 210 Politics in the European Community (3)**  
An examination of the relations among European-community states and the domestic politics of select members with emphasis on Great Britain, France and Germany.

**PSCI 215 Politics of Central and East European States (3)**  
An examination of the politics of the former Communist states in the area including Russia and of relations among the members of the Commonwealth of Independent States.

**PSCI 220 Introduction to International Relations (3)**  
Learn the basic principles, processes and problems of the international political system.

**PSCI 230 The Evolution of the Modern State (3)**  
An examination of the historical development of the modern state, its accompanying social structures and intellectual foundations, from the Renaissance to the late-twentieth century.

**PSCI 240 Globalization (3)**  
Analysis of the political, social and economic aspects of globalization and its bearing upon developments in the modern world in general and the late-twentieth century in particular.

**PSCI 301 Electoral Politics in the United States (3)**  
Prerequisite: PSCI 100. Sophomores or above. An examination of the process for the nomination and election of national officials. What are the roles of the electorate, interest groups, political parties and the media.

**PSCI 302 Power in America (3)**  
Prerequisite: PSCI 100. Sophomores or above. An examination of different theories of political and economic power and their applications to the national arena with special emphasis on corporate power and policy making.

**PSCI 303 Public Policy in the United States (3)**  
Prerequisite: PSCI 100. Sophomores or above. American public policy in the areas of health care, transportation, education, housing, labor-management relations, income maintenance and taxation.

**PSCI 305 Politics of Education (3)**  
Prerequisite: One Social Science Course. An examination of the policies adopted by the states and the national government and the roles played by interest groups and formal institutions in their formation.

**PSCI 306 Constitutional Law (3)**  
Prerequisite: PSCI 100. Sophomores or above. An analysis of Supreme Court decisions regarding civil liberties and relations among the branches of the national government and between the national and state governments.

**PSCI 315 Comparative Public Policy (3)**  
Prerequisites: PSCI 100 or PSCI 105. Sophomores or above. Cross-nationally compare public policy in such areas as education, transportation, taxation, population and income maintenance. Identify and explain differences and similarities across policy areas within one country and cross-nationally.

**PSCI 318 The Politics of the Developing States (3)**  
Sophomores or above. Analysis of the politics of the developing states from a comparative and historical perspective. Emergence of a Third World and domestic politics of selected states will be examined.

**PSCI 319 Pacific Rim Politics (3)**  
An examination of the politics, public policies and economic development of Pacific Rim countries (with emphasis on China and Japan).

**PSCI 320 American Foreign Policy (3)**  
Prerequisites: PSCI 100. Sophomores or above. Analysis of American foreign policy with emphasis on the Twentieth Century and of the process by which policy is made.

**PSCI 321 War and Peace (3)**  
Sophomores or above. Examination of the causes and occasions of wars and of the peaceful resolution of international disputes.

**PSCI 325 Conflict in the Middle East (3)**  
Sophomores or above. Examination of the principal governmental and non-governmental actors and their policies in the Middle East and relations among them.

**PSCI 328 International Law and Organizations (3)**  
Sophomores or above. An examination of international organizations, e.g. U.N. and O.A.S. and international agreements concerning the environment, health, finance, trade, etc.

**PSCI 331 Political Philosophy I (3)**  
Sophomores or above. Analysis and evaluation of the principles and institutions proposed by major philosophers from Plato to Locke.

**PSCI 332 Political Philosophy II (3)**

Sophomores or above. Analysis and evaluation of the principles and institutions proposed by major philosophers from Rousseau to Mill.

**PSCI 335 American Political Philosophy (3)**

Sophomores or above. Analysis and evaluation of the principles and institutions proposed by major American philosophers from Madison to Dewey.

**PSCI 392 Internship (1-10)**

Prerequisite: Applicants must have nine (9) semester hours in political science and permission of instructor to enroll. Provides opportunity for field experience in a variety of governmental and nongovernmental settings. Repeatable, maximum of 10 credits.

**PSCI 405 Problems in American Politics (3)**

Prerequisites: PSCI 100, PSCI 105 and a course in Group A. Seniors only. Select problems in American politics will be examined.

**PSCI 415 Problems in Comparative Politics (3)**

Prerequisites: PSCI 100, PSCI 105 and a course in Group D. Seniors only. Topics of current interest or controversy in comparative politics.

**PSCI 422 Directed Studies (1-3)**

Juniors and seniors only. Credit counts toward major, students must have taken two courses in the elective group of proposed directed study. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**PSCI 425 Problems in International Relations (3)**

Prerequisites: PSCI 105 or PSCI 220 and a course in Group B. Seniors only. Select problems and theories for close and lengthy examination.

**PSCI 435 Problems in Political Philosophy (3)**

Prerequisites: PSCI 100, PSCI 105 and a course in Group C. Seniors only. Select problems or philosophies for close and lengthy attention.

**PSY — PSYCHOLOGY****PSY 120 Principles of Psychology (3)**

Surveys psychology as a science and applied discipline, including research methods, statistics, learning, motivation, sensation, perception, intelligence, personality and physiological, developmental, social and abnormal psychology. (LAC, gtP)

**PSY 200 Psychological Statistics and Design (3)**

(2 lecture, 2 laboratory) Prerequisite: PSY 120. Required laboratory arranged. Basic scientific methods and statistical analysis procedures; emphasizing probability distribution statistics, hypothesis testing, computer applications for data manipulation and report writing.

**PSY 230 Human Growth and Development (3)**

Introduction to the science of developmental psychology. Study basic concepts and issues related to cognitive, socioemotional and physical development from conception through senescence. (LAC, gtP)

**PSY 255 Abnormal Psychology (3)**

Prerequisite: PSY 120. Study abnormal behavior: causes, symptoms, characteristics, classification, prevention and treatment.

**PSY 265 Social Psychology (3)**

Survey major areas of social psychology, discussing nature of and factors involved in human social behavior, impression management, prosocial behavior, aggression, conformity, obedience to authority, attitude change and interpersonal attraction. (LAC, gtP)

**PSY 271 Psychological Testing and Measurements (3)**

Prerequisite: PSY 120. Receive an introduction to psychological test theory, interpretation of results, group and individual tests (cognitive, affective and psychomotor), reliability, validity and standardization procedures.

**PSY 300 Research Methods in Psychology (3)**

(3 lecture, 0 laboratory) Prerequisites: PSY 120, PSY 200. This class and required lab afford all psychology majors the opportunity to learn the foundations of research methodology, design, and analysis.

**PSY 323 Health Psychology (3)**

Prerequisite: PSY 120. Explore psychological factors in maintenance of wellness, treatment of illnesses and recovery from or adjustment to ongoing health problems. Study theory, research methods and clinical applications in health psychology.

**PSY 330 Child and Adolescent Psychology (3)**

Prerequisite: PSY 230. Focus on human development from conception through adolescence, particularly physical, cognitive and socioemotional development. Learn research methods for studying developmental processes.

**PSY 331 Maturity and Aging (3)**

Prerequisite: PSY 230. Explore physical, cognitive and socioemotional variables related to adult development encompassing an age range from 20 to over 100. Emphasis in learning various research methods.

**PSY 341 Principles of Learning (3)**

Prerequisite: PSY 120. Explore principles of classical and operant conditioning. Understand principles as the basis for concept learning, problem-solving, information processing and memory. Emphasis on human behavior in everyday life.

**PSY 347 Educational Psychology for Elementary Teachers (3)**

Prerequisites: IDLA major and cumulative GPA of at least 2.75. Study the relationships between theory, research, and practice in learning, memory, child development, motivation, and educational assessment for elementary classroom settings.

**PSY 349 Educational Psychology for Secondary Teachers (3)**

Prerequisites: EDFE 110 or EDFE 120 or EDFE 125 and cumulative GPA of at least 2.5. Study the application of principles derived from research on learning, memory, adolescent development, motivation, and educational assessment and measurement to secondary classroom settings.

**PSY 350 Theories of Personality (3)**

Prerequisite: PSY 120. Study psychological theories and research methods used to explain personality development and functioning including psychoanalytic, neopsychoanalytic, cognitive, behavioral, humanistic and type-trait theories.

**PSY 365 Psychology and the Law (3)**

Prerequisite: PSY 265 or SOC 332. Examine social psychological theories and methods related to the legal system issues e.g., jury selection, eyewitness testimony, and death penalty cases.

**PSY 366 Industrial Psychology (3)**

Prerequisite: PSY 120. Discover basic methods employed by psychologists in selection, placement, training and motivation of industrial personnel. Examine psychological factors influencing morale, production and job satisfaction.

**PSY 375 Sensation and Perception (3)**

Prerequisite: PSY 120. Laboratory arranged. Survey of how humans perceive the world through vision, hearing, touch, taste and smell. Examine physiological mechanisms, sensory processes, development, and theories of perception for each sensory modality.

**PSY 380 Introduction to Physiological Psychology (3)**

Prerequisites: PSY 120, Introduction to BIO/ZOO or equivalent. This class is designed to give students an introduction to neuroanatomy, neurophysiology, and psychopharmacology while stressing the functional relationship between the nervous system and behavior.

**PSY 401 Advanced Research Methods (3)**

Prerequisite: Prerequisites: PSY 300, Majors Only, Juniors or above, and 3.0 GPA and above. This class will cover advanced topics in research methods and statistical techniques, including multi-factor designs and statistical analyses, post-hoc tests, qualitative research, and advanced topics in research ethics. Each student will conduct a literature review, design a research study, collect/analyze data, and report results consistent with A.P.A. style in written and oral form.

**PSY 407 Introduction to Counseling Theories (3)**

Prerequisite: Prerequisites: PSY 350, Majors Only. Juniors or above and 3.0 GPA and above. Survey current theoretical approaches with individuals and groups. Not intended as training in counseling approaches, but as basis for future study.

**PSY 422 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**PSY 430 Developmental Disabilities and Psychopathology (3)**

Prerequisites: PSY 230. Juniors and above. 3.0 GPA or higher. This course will examine the major categories of disability (e.g., mental retardation, learning disability, autism) and psychopathology (e.g., anxiety, depression) that can be diagnosed during childhood and adolescence.

**PSY 440 Cognition (3)**

Prerequisite: PSY 120. Explore human cognition by examining perception, attention, memory, intelligence, problem and cognitive development. Become familiar with neural bases of cognition, theoretical perspectives and research methods.

**PSY 443 Motivation (3)**

Prerequisite: PSY 120. Investigate motivational concepts and related research: drive, goals, direction, incentive, reinforcement, external stimulation, emotion, homeostasis, biological aspects, instinct and self-actualization.

**PSY 460 Clinical Psychology (3)**

Prerequisites: PSY 120 and PSY 255. Majors only. Juniors or above. 3.0 GPA or above. Examine roles and skills required of a clinical psychologist including ethics, multicultural issues, limitations, and skills.

**PSY 467 Psychology of Prejudice (3)**

Prerequisite: PSY 120. Understand basic causes of prejudice and how prejudicial behavior is learned and diminished. Experience increased understanding of others.

**PSY 475 Evolution and Behavior (3)**

Prerequisite: PSY 120, Juniors and above. 3.0 GPA or above. This course surveys the field of evolutionary psychology, focusing on theories that attempt to explain human behavior in terms of evolution and natural selection.

**PSY 481 Advanced Physiological Psychology (3)**

Prerequisites: PSY 380, Majors only, Juniors or above and 3.0 GPA or above. This class and required zero credit lab investigates higher-order physiological processing of the nervous system through lecture and experiential learning activities. Topics may include the sensory systems, sleep, reproductive behavior, emotion, learning, memory, and/or human communication.

**PSY 482 Behavioral Genetics (3)**

Prerequisite: PSY 120. Majors only. Juniors and above. 3.0 GPA and above. Introductory genetics course recommended. Consider genetic basis of behavior in humans and animals, contemporary issues, including genetic counseling, eugenics, intelligence and genetic correlates of psychopathology.

**PSY 491 Psychology Field Experience (1-6)**

Prerequisite: PSY 120. Juniors and above. Majors only and consent of instructor. Get full or part-time experience working with professionals in psychology, for one or more semesters. Make arrangements with instructor and supervisor during semester before registration. S/U graded. Repeatable, maximum of six credits.

**PSY 492 Instructional Aide (1-3)**

Prerequisite: Consent of instructor. Assist in instructional tasks under the direct supervision of a faculty member. S/U graded, repeatable, maximum of six credits.

**PSY 493 Practicum in Psychology (1-3)**

Prerequisite: Consent of instructor and school director. Assist psychology faculty with research or laboratory; 38 clock hours per credit hour. Maximum of four (4) credits apply to psychology major. S/U graded. Repeatable, maximum of six credits.

**PSY 495 Special Topics (3)**

Prerequisite: PSY 120 and juniors or above. Scheduled on irregular basis. Repeatable, under different subtitles.

**PSY 500 Educational Psychology for Teachers (3)**

This course is designed to be an in-depth overview of research and theory on learning and cognition, social and personal development, individual differences, motivation and assessment of student learning. Particular attention will be given to the application of these topics to classroom settings.

**PSY 508 Workshop (1-3)**

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

**PSY 513 Professional Renewal (1-3)**

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline and knowledge or methodologies. S/U or letter graded. Repeatable under different subtitles.

**PSY 530 Life Span Developmental Psychology (3)**

Human growth and development from conception through senescence, focusing on cognitive, affective, social and psychomotor development throughout the life span.

**PSY 540 Theories and Principles of Learning (3)**

A survey of classical and contemporary theory and research related to human cognition. Topics include the study of learning processes, memory and higher cognitive functions.

**PSY 550 Cognitive Development (3)**

Examine classic and contemporary research and theory on cognitive development of children, and specific topics such as attention, memory, and intelligence. Undergraduates may not register without permission of instructor.

**PSY 575 Educational Assessment (3)**

Prerequisite: PSY 674. The course will provide educators with the skills needed to evaluate, explain, and apply assessment and testing data to inform classroom instruction and education decisions.

**PSY 580 Psychopharmacology (3)**

Intended to educate clinicians about the various medications that are often used in the treatment of mental illness and the mechanisms that allow them to work.

**PSY 590 Seminar in History and Systems (3)**

Philosophical perspectives and major theories and systems are reviewed as they contributed to the development of contemporary psychology. Course required for state psychology board licensing eligibility.

**PSY 595 Special Topics in Psychology (1-5)**

Scheduled on an irregular basis to explore special areas in psychology and carries a subtitle for each offering. Check department office for topics currently planned. Repeatable, under different subtitles.

**PSY 600 Graduate Research Methodology (3)**

Graduates only. Majors only. Introduction to basic concepts in psychology research, including experimental design, non-experimental methods, statistical analysis and researchers' ethical responsibilities. Overview of ongoing research in Psychology Department.

**PSY 622 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**PSY 625 Principles of Neuropsychology (3)**

Survey of functional neuroanatomy and neurophysiology related to human psychological processes. Discussion of theories of neuropsychology and their experimental and clinical applications. Introduction to neuropsychological disorders and their assessment/treatment.



**PSY 626 Introduction to Neuropsychological Assessment (3)**

Prerequisite: PSY 625. Principles of behavioral and neurophysiological assessment. Standards of practice. Practice experience with behavioral/neurophysiological measurement, development of problem-lists and report writing.

**PSY 627 Psychometrics (3)**

Survey of psychometric considerations within areas of personality, psychopathology, intelligence, neuropsychology. Topics include: domain theory test construction, test operating characteristics, multivariate methods within psychometrics, exemplars across major areas.

**PSY 630 Advanced Child and Adolescent Psychology (3)**

Prerequisite: EPSY 530 or equivalent. Physical, social and emotional development of children from conception through puberty, stressing normal development and major development theories.

**PSY 635 Individual Differences in Cognition (3)**

Prerequisite: PSY 540 or equivalent. Examine individual differences between learners from a cognitive viewpoint. Review verbal, mathematical and spatial abilities, cognitive styles, problem solving and gender and cultural differences. Seminar format.

**PSY 654 Seminar in College Teaching (3)**

Practices, issues and research in college teaching. Instructional models and methods, course planning, cognition, testing and grading, student-teacher interaction and ethics.

**PSY 661 Trends and Issues in Educational Psychology (3)**

Majors only. Examines professional, philosophical, theoretical issues and trends across the discipline. Students practice and receive feedback regarding written and oral communication skills. S/U graded.

**PSY 663 Apprenticeship (1-3)**

Consent of instructor. Work with faculty member on professional endeavors such as research, writing, course planning or public service. Requires 3 hours per week for each credit. S/U graded. Repeatable, maximum of nine credits.

**PSY 664 Advanced Social Psychology (3)**

Examine major areas of social psychology e.g., aggression, altruism, cooperation, attitude change, and impression management; learn about observation and other data-collection techniques. Possible laboratory observations.

**PSY 674 Measurement I: Educational Testing (3)**

Prerequisite: SRM 600. Construction and evaluation of tests and other measures. Topics include score and norm interpretation, reliability and validity. Item construction and analysis, rating scales and questionnaires.

**PSY 675 Measurement II: Advanced Techniques (3)**

Prerequisite: EPSY 674. Classical and modern measurement theory and methods. Derivations of reliability and validity formulae, test bias, item response theory, logistic models, score equating, standards, individual prediction and classification.

**PSY 680 Neuroscience Seminar (3)**

Graduates only. Reviews current theories and research regarding neurophysiological underpinnings of typical and atypical human behavior. Topics include: neuroscientific investigation of behavioral domains, cognitive models, genetic contributions, and developmental influences.

**PSY 681 Cognition and Instruction I (3)**

An introductory overview of various theoretical and applied perspectives on cognition and instruction, including behavioral, cognitive, meaningful learning, and situated cognition. Includes significant classroom-based observational and clinical interview experiences.

**PSY 682 Cognition and Instruction II (3)**

Prerequisite: EPSY 681 or EPSY 540. Assumes basic knowledge of cognitive and instructional theory. Focuses on research in development, cognition and instruction, subject matter, and social and cultural contexts of learning.

**PSY 683 Research Issues in Cognition and Development (3)**

Course will consist of an overview of a range of formal to semi-formal educational research models. It includes philosophical ideas and assumptions, qualitative quantitative research models and ethical issues.

**PSY 684 Advanced Seminar in Human Development (3)**

Prerequisite: EPSY 530. For Graduate students wishing to develop advanced competency. Periodically, seminar may focus on topic reflecting instructor's interest area or on developing a student's inquiry. Repeatable, maximum of nine credits.

**PSY 685 Advanced Seminar in Learning and Cognition (3)**

Prerequisite: EPSY 540. Pursue original research into learning and cognitive processes under the guidance of a faculty member. Arranged to reflect faculty and students' interests. Repeatable, maximum of nine credits.

**PSY 686 Advanced Seminar in Measurement and Assessment (3)**

For graduate students wishing to develop a competency in psychological and educational measurement. The seminar will focus on an advanced topic in contemporary measurement and assessment. Repeatable, maximum of nine credits.

**PSY 692 Internship in Educational Psychology (1-9)**

Consent of instructor. Full-or part-time assignment in a field-based setting under supervision. Students work a minimum of 3 hours per week for each hour of credit. S/U graded. Repeatable, maximum of 18 credits.

**PSY 693 Research Practicum (1-3)**

Each student will collaborate in research with a psychology professor. The research topic and nature of involvement are determined by consultation between student and professor. S/U graded.

**PSY 694 Practicum (3)**

Consent of instructor. Majors only. Supervised experience in diagnostics of neuropsychological deficits. Individual and group supervision emphasizing behavioral interview and psychometric data. S/U graded.

**PSY 695 Special Topics in Educational Psychology (1-3)**

Specialized topics or contemporary issues. Topics vary. Repeatable, maximum of two times, under different subtitles.

**PSY 697 Master's Project in Psychology (3-6)**

Majors only. Consent of advisor. For Master's students in psychology as an approved alternative to the written comprehensive examination. Students will enroll with major advisor to develop research proposal, conduct project and report results. S/U graded. Repeatable, maximum of six credits.

**PSY 699 Thesis (1-6)**

Recommended in place of M.A. project, especially for students applying to doctoral programs. S/U graded. Repeatable, no limitations.

**PSY 797 Doctoral Proposal Research (1-4)**

Doctoral students must earn 4 hours as partial fulfillment of requirements for the doctorate. Check with the Graduate School regarding appropriate procedures and formats. S/U graded. Repeatable, maximum of four credits.

**PSY 799 Doctoral Dissertation (1-12)**

Must earn 12 hours as partial fulfillment of requirements for the doctorate. Dissertation must be approved by and defended before the dissertation committee. S/U graded. Repeatable, no limitations.

**PSY 999 Graduate School Continuous Registration (1)**

To permit a graduate student to continue making progress in a degree program. S/U graded. Repeatable, no limitations.

## PVA — PERFORMING AND VISUAL ARTS

### PVA 310 The Arts in Contemporary Society (3)

Prerequisites: ART 190 or MUS 140 or THEA 130. Examine role of arts in contemporary society; purposes, concepts, and critical issues in the disciplines of dance, theatre, literature, music, visual arts and mixed discipline art forms.

## REC — RECREATION

### REC 203 Introduction to Recreation and Tourism (3)

Study conceptual foundations of play, recreation and leisure tourism, historical and cultural perspectives, economic and political significance, leisure behavior and the environment, relationship of leisure service agencies, professionalism, issues and trends.

### REC 206 Commercial Recreation and Tourism (3)

Organization of commercial recreation and tourism. Supply and demand components, historical and cultural perspectives, marketing, public relations, promotional techniques, roles and relationships of commercial leisure delivery systems, and programming strategies.

### REC 232 Recreation Leadership (3)

Organization, assessment, conduct, evaluation of leisure programs and services for all populations throughout the lifespan in variety of settings and cultures using leadership techniques, strategies and resources.

### REC 251 Leisure, Recreation and the Older Adult (3)

Role of leisure and recreation of the elderly; how aging influences recreation programming methods and techniques. Concepts, practices, trends, current issues in aging and research. Visits, observations and formal field experience required.

### REC 351 Areas and Facilities in Parks, Recreation, and Tourism (3)

Prerequisite: REC 203. Study planning, designing and operating areas and facilities; environmental impact; relationship between leisure services, tourism, and resource management; assessments, standards/regulations, maintenance, operations, construction, equipment; roles of contractors and consultants.

### REC 368 Programs in Recreation and Tourism (3)

Prerequisites: REC 203. Role and content of leisure and tourism programs and services for all populations and cultures in diverse leisure delivery settings; marketing and public relations, assessment, planning, implementation/evaluation of programs and services.

### REC 394 Practicum in Recreation and Tourism (3)

Prerequisites: REC 203, REC 368. CPR and First Aid, 50 clock hours of experience in recreation and/or therapeutic recreation settings. Consent of instructor. Supervised experience in an agency which provides recreation, tourism and/or therapeutic recreation services. Agency and student placement are pre-approved. Repeatable, maximum of six credits.

### REC 408 Workshop (1-3)

Workshops on topics in professional preparation taught by practitioners on site. Topics cover standards that require students to demonstrate didactic skills and use agency resources not available on campus. Repeatable, under different subtitles.

### REC 422 Directed Studies (1-3)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

### REC 444 Professional Participation and Issues (3)

Prerequisites: REC 368, REC 394. Majors Only. Professional participation in on-site activities of agencies and professional associations. Experiences include standards, issues, legislation, regulations, conference planning, employment procedures; historical and current theories, and practices guiding professionals.

### REC 451 Administration of Leisure Delivery Systems (3)

Prerequisites: REC 368, REC 394. Majors only. Personnel, budgeting, financing, organizational practices, legal and legislative processes, regulatory standards, risk management and applications of computers and technology to the management of recreation services.

### REC 490 Recreation Evaluation and Research (3)

Prerequisites: REC 368, REC 394. Majors only. Apply research and evaluation procedures. Use communication tools, media and computers to present evaluation and research in leisure services.

### REC 492 Internship in Recreation and Tourism (12)

Prerequisites: All major course work completed. CPR and First Aid. 500 clock hours of approved experience in recreation, tourism, and therapeutic recreation settings. 2.5 GPA in major courses. Consent of instructor. One full semester, minimum of 480 clock hours and 12 weeks, in approved agency under qualified supervisor with tasks encompassed by professional competencies of accreditation and certification bodies.

## SCED — SCIENCE EDUCATION

### SCED 422 Directed Studies (1-4)

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

### SCED 441 Methods of Teaching Secondary School Science (3)

Prerequisite: EDFE 120 or EDFE 125. Consider curriculum and classroom organization, testing and evaluation, procedures and materials, relationship of subject area to total secondary program, emphasizing teaching techniques.

### SCED 475 Teaching Science in the Elementary School (3)

(2 lecture, 2 laboratory) Prerequisite: EDFE 120 Junior or above. Develop knowledge of models for science instruction, objectives, learning, curriculum, safety, technology, and assessment for teaching science grades K-8.

### SCED 513 Professional Renewal (1-12)

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded. Repeatable, under different subtitles.

### SCED 530 Laboratory, Field, and Studio Safety (1)

Emphasizes formation of a "safety culture" in science and/or art. Federal and state regulations are covered. Course product is a safety manual for the laboratory or studio.

### SCED 540 Secondary Science Methods I (2)

(Laboratory). Become familiar with professional responsibilities of teaching science and provide entry level operational knowledge of instructional strategies, techniques, materials, and technology available along with required science content. Students lead discussions and teaching situations.

### SCED 541 Secondary Science Methods II (3)

Prerequisite: EDFE 120 or EDFE 125. Prerequisite to student teaching. Consider curriculum and classroom organization, testing and evaluation, procedures and materials, relationship of subject area to total secondary program, emphasizing teaching techniques and of technology use. Students will lead discussions and teaching situations.

### SCED 555 Science Education for Adults and Communities (3)

Provides an overview of the principles and skills required to teach non-formal and informal education with an adult/community education perspective.

**SCED 560 Principles and Teaching of Ecology (3)**

Ecological concepts, such as natural history, species interactions, ecosystems and global systems, are explored together with pedagogical strategies appropriate for teaching of these ecological principles. Delivered online.

**SCED 562 Principles and Teaching of Cell Biology (3)**

This course is an in-depth study of cell biology. Emphasis will be placed on cell structure, cell signaling/regulation, and cellular division/growth. In addition, students will explore effective teaching strategies to facilitate the learning of cell biology at secondary school level.

**SCED 570 Teaching Science in the Elementary School (3)**

(2 lecture, 2 laboratory) Prerequisite: EDFE 125. Develop a knowledge of objectives, methods and materials needed for teaching a functional elementary science program. Laboratory activities included.

**SCED 578 K-12 Science Inquiry (3)**

Students will explore and define the elements of inquiry in P-16 science education from the perspective of teaching with inquiry, ability to do inquiry, and as part of science content.

**SCED 600 Science Education Research for K-12 Teachers (2)**

Provides practicing K-12 teachers an examination and critique of current research in science education. It will focus on research design, analysis, and reporting of both qualitative and quantitative research.

**SCED 622 Directed Studies (1-4)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**SCED 671 Elementary and Middle School Science Curriculum (3)**

Analyze elementary and middle level science programs regarding learning theory, research and the new Colorado Model Content Standards for science. Applications include strategies, management, and science technology and society.

**SCED 678 Science Education Seminar (1-2)**

Investigate current science education research, report on topics of interest in recent literature, discuss individual research problems. Repeatable, maximum of four credits.

**SCED 680 Science Curricula in Secondary/College Settings (3)**

A survey of contemporary trends and issues associated with designing, implementing and evaluating science curricula at the secondary and tertiary levels.

**SCED 694 Science Education Research (3)**

Prerequisite: SRM 502 or equivalent. An introduction to research in discipline-based science education, providing background and experience in the major activities associated with current practice in both field-based and quantitative studies.

**SCED 697 Action Research in Science Education (1-3)**

Research a current problem in P-12 science education relevant to their own teaching situation. Develop goals, review relevant literature, and plan the project while progressing through the program. Repeatable, may be taken three times.

**SCED 699, Thesis (1-6)**

Prerequisite: SCED 600 or equivalent. For majors in the Graduate Interdisciplinary Degree Program M.A. Natural Science K-12 Teaching Emphasis. and wish to complete a thesis. S/U Graded. Repeatable, maximum of 6 credits.

**SCI — SCIENCE****SCI 106 Introduction to Spaceflight (3)**

Topics to be covered include history of spaceflight, mechanics of propulsion and satellite motion, living and working in space and the space shuttle. Taught by Physics faculty. (LAC, gTP)

**SCI 109 The Cosmos (3)**

Present concepts of the universe, including the "big bang" and "steady state" theories, black holes and continuing expansion. Recent programs such as "Cosmos" will be studied. Taught by Physics faculty. (LAC, gTP)

**SCI 265 Physical Science Concepts (4)**

(3 lecture, 2 laboratory) Investigation of physical science concepts, emphasizing their application to the physical world. (LAC, gTP)

**SCI 291 Scientific Writing (3)**

Prerequisite: ENG 122. Techniques of problem identification, literature survey, data interpretation and synthesis and technical reports. (LAC, gTP)

**SCI 391 Computer Applications in Science (2)**

(1 lecture, 2 laboratory) Science teachers will learn how to apply the microcomputer as a tool in the classroom for interfacing with equipment, data management, software evaluation, record keeping and word processing.

**SCI 465 Principles of Scientific Inquiry: Finding Order in Chaos (3)**

Prerequisites: two of the following courses: BIO 265, ESCI 265 or SCI 265. A look at the nature of scientific inquiry by investigating scientific breakthroughs in each of the four areas of science: biology, chemistry, earth sciences and physics.

**SCI 532 Energy for Today & Tomorrow (3)**

This course will familiarize students with fundamental energy concepts and physics laws along with common problems associated with and applications of energy use. Renewable energy and energy production will be discussed.

**SCI 536 Principles of Physics II (3)**

Investigation of basic principles of energy related to thermodynamics and wave motion with technological applications. For certified teachers interested in improving understanding and pedagogic delivery of physics concepts.

**SCI 591 Computer Applications in Science (2)**

(1 lecture, 2 laboratory) Science teachers will learn how to apply the microcomputer as a tool in the classroom for interfacing with equipment, data management, software evaluation, record keeping and word processing.

**SES — SPORT AND EXERCISE SCIENCE**

*Courses numbered SES 100 to SES 195 are: Repeatable, no limitations.*

**SES 100 Basketball (1)**

Gain knowledge and skill in the game of basketball.

**SES 101 Flag Football (1)**

Gain knowledge and skill in the game of flag football.

**SES 102 Soccer (1)**

Gain knowledge and skill in the game of soccer.

**SES 103 Softball (1)**

Gain knowledge and skill in the game of softball.

**SES 104 Volleyball (1)**

Gain knowledge and skill in the game of volleyball.

**SES 110 Badminton (1)**

Gain knowledge and skill in the game of badminton.

**SES 111 Bowling (1)**

Gain knowledge and skill in the game of bowling. Participation fee.

**SES 113 Fly Fishing/Trap Shooting (1)**

Gain knowledge and skill in the activities of fly fishing and trap shooting.

**SES 114 Golf (1)**

Gain knowledge and skill in the game of golf. Participation fee.

**SES 116 Water Safety Instructor (2)**

A current Basic and Emergency Water Safety or Lifeguard Training certificate is required. Course trains instructor candidates to teach the American Red Cross Water Safety courses.

**SES 118 Swimming (1)**

Gain knowledge and skill in the activity of swimming.



**SES 119 Tennis (1)**

Gain knowledge and skill in the game of tennis.

**SES 120 Lifeguard Training (2)**

American Red Cross skills and knowledge required for an individual to properly assume the responsibilities of a lifeguard at a swimming pool or a protected (non-surf) open water beach.

**SES 125 Hiking (1)**

Gain knowledge and skill in the activities of hiking.

**SES 127 Cross-Country Skiing (1)**

Gain knowledge and skill in the activity of cross-country skiing. Participation fee.

**SES 128 Cycling (1)**

Gain knowledge and skill in the activity of cycling.

**SES 129 Downhill Skiing (1)**

Gain knowledge and skill in the activity of downhill skiing. Participation fee. ( )

**SES 130 Kayaking (1)**

Gain knowledge and skill in the activity of kayaking. Participation fee.

**SES 131 Orienteering (1)**

Gain knowledge and skill in the activities of orienteering.

**SES 132 Challenge Ropes Course (1)**

Students will participate in high and low level rope adventure activities.

**SES 133 Scuba Diving (1)**

Gain knowledge and skill in the activity of scuba diving. Participation fee.

**SES 134 Self Defense (1)**

Gain knowledge and skill in the activity of self defense.

**SES 135 Rock Climbing (1)**

Gain knowledge and skill in the activity of technical climbing.

**SES 136 Intermediate Challenge Ropes Course (1)**

Prerequisite: SES 132. Designed to provide students with increased challenges on the UNC adventure course. The course will culminate in a field trip in the mountains.

**SES 145 Activity for Stress Management (1)**

Use of a variety of physical activities to control stress.

**SES 146 Group Fitness (1)**

Improve personal skills and fitness through conditioning activities.

**SES 147 Aquacize (1)**

Improve personal skills and fitness through aquacize activities.

**SES 148 Exercise and Weight Control (1)**

Improve personal skills and fitness through exercise and weight control activities.

**SES 149 Fitness and Conditioning (1)**

Improve personal skills and fitness through fitness and conditioning activities.

**SES 150 Jogging and Walking (1)**

Improve personal skills and fitness through jogging and walking.

**SES 152 Swimming Conditioning (1)**

Improve personal skills and fitness through swimming activities.

**SES 153 Weight Training (1)**

Improve personal skills and fitness through weight training activities.

**SES 174 Social Dance (1)**

Gain knowledge and skill in social dance. Includes traditional dance steps: polka, foxtrot, waltz, two-step; Latin American Rhythms: Cha-Cha, Rhumba, Tango; country swing and swing, social etiquette.

**SES 181 Introduction to Clinical Athletic Training (1)**

This course is an introduction to the clinical athletic training program for first year students interested in the field of athletic training.

**SES 200 Weight Training and Conditioning (1)**

Prerequisite: SES 220. Majors and minors only. Motor skill acquisition, advanced techniques, and knowledge appropriate for the successful participation and instruction in strength training activities and conditioning.

**SES 201 Track and Field (1)**

Majors and minors only. To teach the rules, training principles, techniques, movement skills, and analyses of the sport of track and field to professional preparation candidates completing a physical education major.

**SES 209 Dance Activities (1)**

Majors and minors only. Focus on participation and analyses of traditional, social, American folk and square, and popular dance forms appropriate for upper elementary and secondary physical education.

**SES 210 Developmentally Appropriate Elementary Activities (3)**

Majors and minors only. Exploration, participation, and analysis of broad-based variety of physical activities that promote an optimal childhood development of movement foundations.

**SES 220 Anatomical Kinesiology (3)**

Study of the anatomical bases of human movement. Laboratory provides application of principles.

**SES 221 Biomechanics (3)**

Prerequisites: SES 220 and 3 Math credits or equivalent. Application of mechanical principles in the study of human movement. Laboratory provides application of concepts.

**SES 232 Leadership in Outdoor Education (3)**

Learn the theory and application of outdoor leadership. Topics include program design, risk management principles, trip planning, outdoor living skills, leadership considerations, teaching methodology, and facilitation and debriefing principles.

**SES 233 Advanced First Aid and Cardiopulmonary Resuscitation (2)**

Provide advanced and additional topics relative to first aid, i.e., increase proficiency skills, update CPR knowledge, increase knowledge in preventive and causative factors of injury and illness.

**SES 234 Mountain Biking (2)**

Designed for outdoor education and recreation leaders implementing mountain biking into outdoor programs. The course covers technical skills, instructional methodology, leadership issues, and environmentally sound riding ethics.

**SES 235 Backcountry Skiing (2)**

Concurrent enrollment in SES 238. Designed to develop outdoor education and recreation leaders' skills and knowledge of teaching and leading backcountry skiing. Including classic touring, telemarking, backcountry skills and avalanche awareness.

**SES 236 Technical Rock Climbing (2)**

Develop students' knowledge and techniques for teaching and managing technical rock climbing activities, focusing on top-rope climbing. Topics include climbing and repelling skills, anchors, site management, equipment, and safety.

**SES 237 Paddle Sports (2)**

Introduces outdoor education and recreation leaders to technical skills, leadership concepts, and instructional methodologies of paddle sports. Emphasis is on minimum impact paddling skills for lake and river travel.

**SES 238 Winter Wilderness Living (2)**

Concurrent enrollment in SES 235. Develop knowledge and techniques for teaching and leading winter camping and backcountry travel activities. Topics include avalanche awareness, and fundamental camping and travel techniques for winter environments.

**SES 240 Secondary Physical Education Content I (3)**

Majors and minors only. Facilitates enhanced performance, analysis, and tactical understanding of invasion games and field run/score games (e.g., basketball, soccer, team handball, football, speedball, ultimate frisbee, hockey, softball, cricket, and modified kickball).

**SES 241 Secondary Physical Education Content II (3)**

Majors and minors only. Facilitates enhanced performance, analysis, and tactical understanding of net/wall games and target games (e.g., tennis, volleyball, badminton, golf, shuffleboard, bocce, disc golf).

**SES 243 Outdoor and Adventure Programming (3)**

Majors only. Designed to provide physical education majors with activities and teaching strategies necessary for integrating and implementing outdoor and adventure activities into a school program.

**SES 266 Introduction to Physical Education as a Profession (3)**

Prerequisites: 2.5 overall GPA, and 2.7 major GPA. Co-requisite: EDFE 110, EDFE 170. Majors and minors only. Focus on historical and current issues and philosophical perspectives of physical education, sport, and fitness. Implications for today's physical education programs will be identified and discussed.

**SES 300 Fitness Management (3)**

Majors only. Management, marketing, risk management and legal strategies as related to the exercise and fitness industry. Students observe, practice and analyze management, marketing and legal strategies.

**SES 305 Programming in Youth Development (3)**

Provides philosophical and practical base for working in youth development programs. Focus on programs that serve youth through physical activity, with special emphasis on goals of personal and social responsibility.

**SES 312 Coaching and Officiating of Baseball (2)**

Study techniques and strategies of coaching competitive baseball and obtain background and understanding of rules and techniques of baseball officiating.

**SES 313 Coaching and Officiating of Basketball (2)**

Study techniques and strategies of coaching competitive basketball and obtain background and understanding of rules and techniques of basketball officiating.

**SES 314 Coaching and Officiating of Football (2)**

Study techniques and strategies of coaching football and obtain background and understanding of rules and techniques of football officiating.

**SES 316 Coaching and Officiating Tennis (2)**

Study techniques and strategies of coaching competitive tennis and obtain background and understanding of rules and techniques of tennis officiating.

**SES 317 Coaching and Officiating of Track and Field (2)**

Study techniques and strategies of coaching competitive track and field and obtain background and understanding of rules and techniques of track and field officiating.

**SES 318 Coaching and Officiating of Soccer (2)**

Study techniques and strategies of coaching competitive soccer and obtain background and understanding of rules and techniques of soccer officiating.

**SES 319 Coaching and Officiating of Softball (2)**

Study techniques and strategies of coaching competitive softball and obtain background and understanding of rules and techniques of softball officiating.

**SES 320 Coaching and Officiating of Swimming (2)**

Current WSI. Study techniques and strategies of coaching competitive swimming and obtain background and understanding of rules and techniques of swimming officiating.

**SES 321 Coaching and Officiating of Volleyball (2)**

Study techniques and strategies of coaching competitive volleyball and obtain background and understanding of rules and techniques of volleyball officiating.

**SES 322 Exercise Physiology I (3)**

Prerequisite: SES 220. Investigate the basic concepts in the physiological components of human movement. Laboratory provides application of principles.

**SES 323 Motor Learning and Development (3)**

Study of the neuropsychological components of motor behavior, with an emphasis on movement problems. Laboratory provides application of concepts.

**SES 324 Exercise Physiology II (3)**

Prerequisite: SES 322. Application of the physiological principles of human movement during special circumstances such as training, altitude, hot and cold environments, and ergogenic aids.

**SES 325 Coaching and Officiating of Wrestling (2)**

Study techniques and strategies of coaching competitive wrestling and obtain background and understanding of rules and techniques of wrestling officiating.

**SES 333 Psychological Analysis of Sports, Exercise and Physical Activity (3)**

An introduction to the theories, subject matter and latest empirical research concerning the cognitive processes and emotional states that regulate and influence performance in sports, exercise and other physical activities.

**SES 335 Sports Pedagogy (2)**

Designed to analyze and study teaching and coaching behaviors that are necessary for students interested in the coaching profession.

**SES 338 Teaching Diverse Populations (3)**

Prerequisite: 2.5 overall GPA and 2.7 major GPA required. Majors and Minors only. This course is designed to assist students in acquiring methods and techniques for teaching diverse populations in traditional and alternative physical activity settings.

**SES 340 Planning and Instructional Design (4)**

(3 lecture, 1 laboratory) Prerequisites: SES 240 or SES 241 and SES 266. Prerequisite: EDFE 110 and 2.5 overall GPA and 2.7 major GPA required. Laboratory required. Majors and minors only. Introductory course in sequence of professional teaching skills courses. Emphasis on identifying and developing beginning teaching skills necessary for effective instruction in physical education. Laboratory provides application of principles.

**SES 342 Teaching Health-Related Fitness (3)**

Prerequisites: SES 220, SES 340, EDFE 120 and 2.5 overall GPA and 2.7 major GPA required. Majors and minors only. Facilitates future teacher's knowledge, skills appreciation and confidence needed to lead school-aged children in the development of active healthy lives.

**SES 380 Prevention and Care of Sports Injuries (2)**

Prerequisites: SES 220 or equivalent. Emphasis on prevention of injury to the athlete. Includes an overview of mechanisms, initial care, reconditioning and basic wrapping and taping techniques of sports injuries and organization of preventive programs.

**SES 381 Clinical Practicum in Athletic Training Level I: Practice Preparation (3)**

Prerequisite: Admission to Athletic Training Clinical Program required. Clinical proficiencies will be taught and proficiencies and skills applied in a practical situation progressing toward completion of their first semester NATA competencies.

**SES 382 Clinical Practicum in Athletic Training Level II: Protective Padding and Equipment Fitting (3)**

Prerequisites: Admission to the clinical athletic training program and successful completion of SES 381 with a grade of "C" or better (C- is not acceptable). Clinical proficiencies will be taught and proficiencies and skills applied in a practical situation progressing toward completion of NATA competencies.

**SES 383 Clinical Practicum in Athletic Training Level III: Therapeutic Modalities (3)**

Prerequisites: Admission to the clinical athletic training program and successful completion of SES 382 with a grade of "C" or better (C- is not acceptable). Clinical proficiencies will be taught and proficiencies and skills applied in a practical situation progressing toward completion of NATA competencies.

**SES 392 Internship in Physical Education (1-6)**

Consent of instructor. Put into practice the knowledge and skills learned in the classroom. Assume responsibilities in administration supervision and evaluation in physical education and athletic settings. S/U graded. Repeatable, may be taken two times.

**SES 400 Wilderness First Responder/ CPR (3)**

(3 lecture, 1 laboratory) Designed to provide outdoor practitioners with the knowledge needed to deal with emergencies in remote settings. 80-hour curriculum. Successful completion provides Wilderness First Responder certification.

**SES 403 Physical Education Methods for Elementary Teachers (1)**

Prerequisite: EDFE 110 or EDFE 120 or EDFE 125. Study of the basic movement principles, movement activities and integration concepts appropriate for elementary children.

**SES 404 Exercise Nutrition and Body Composition (3)**

Prerequisite: SES 322 or equivalent. The nutritional aspects of human performance will be explored with a focus on fitness. The current methods of assessment of body composition are included.

**SES 405 Exercise Programming for Cancer Patients (3)**

Prerequisites: SES 322 and SES 324 or equivalent. This course will prepare individuals to design and conduct exercise intervention programs for cancer patients. The physiological alterations from cancer therapy and the exercise effects will be presented.

**SES 408 Workshop in Sport and Exercise Science (1-3)**

A variety of special topics related to issues associated with the sport and exercise science field of study. Repeatable, under different subtitles.

**SES 410 Cardiac Rehabilitation (3)**

Prerequisite: SES 322 or equivalent. Majors only. Juniors or above. Basic electrocardiography and ECG interpretation will be studied. Emphasis is on interpretation of resting and exercise ECG's, monitoring procedures, interpretation of abnormalities and drugs that may affect exercise.

**SES 422 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**SES 430: Challenge Course Programming (3)**

Prerequisite: SES 132. Procedures, techniques, and responsibilities for challenge course supervision, including operational guidelines and processes, maintenance and general inspection, equipment, safety procedures, and rescue.

**SES 436 Social Influences on Sport and Exercise Behavior (3)**

Application of sociological concepts and theories to examine current practices, problems and issues in physical activity, exercise and sport.

**SES 438 Sport Psychology for Coaches (2)**

An introduction to psychological factors influencing coaching effectiveness. Topics include information and strategies dealing with motivation, communication, mental rehearsal, psychological skills training, and stress management.

**SES 440 Developing Pedagogical Skills in Elementary Physical Education (4)**

(3 lecture, 1 laboratory) Prerequisites: EDFE 120, SES 323, SES 210, SES 340 and 2.5 overall GPA and 2.7 major GPA required. Laboratory required. Majors and minors only. Course is the second in sequence of professional teaching courses in physical education. Designed to develop skills and knowledge related to elementary physical education. Laboratory provides application of principles.

**SES 441 Learner Assessment and Physical Education Technology (3)**

Prerequisite: SES 340, EDFE 120 and 2.5 overall GPA and 2.7 major GPA required. Majors and minors only. Conceptual and practical understanding of alternative and traditional assessment of student learning in school physical education. Emphasis will be on formal and informal assessment and technological strategies that enhance learning.

**SES 442 Developing Pedagogical Skills in Secondary Physical Education (4)**

(3 lecture, 1 laboratory) Prerequisite: EDFE 120, SES 440 and 2.5 overall GPA and 2.7 major GPA required. Laboratory required. Majors and minors only. Provides preservice physical education teachers with theoretical knowledge and practical experiences required to successfully teach secondary physical education. Laboratory provides application of principles.

**SES 461 Administration and Law (3)**

Juniors or above. This course is designed to introduce the student to the legal and administrative principles involved in physical education teaching and coaching and working in recreational settings.

**SES 480 Advanced Functional Assessment of Strength and Conditioning (3)**

Prerequisites: SES 220, SES 221, SES 322. Study the concepts, procedures, techniques, and assessments used in the strength and conditioning in athletics. Students will develop suitable strength and conditioning programs based on the findings of case studies performed on various athletes during the course.

**SES 481 Clinical Practicum in Athletic Training Level IV: Evaluation and Rehabilitation (3)**

Prerequisites: Admission to the clinical athletic training program and successful completion of SES 383 with a grade of "C" or better (C- is not acceptable). Clinical proficiencies will be taught and proficiencies and skills applied in a practical situation progressing toward completion of their fourth semester NATA competencies.

**SES 482 Clinical Practicum in Athletic Training Level V: Senior Seminar (3)**

Prerequisites: Admission to the clinical athletic training program and successful completion of SES 481 with a grade of "C" or better (C- is not acceptable). Clinical proficiencies will be taught and proficiencies and skills applied in a practical situation progressing toward completion of their fifth semester NATA competencies.

**SES 485 Mechanisms and Evaluation of Sports Injury (5)**

(4 lecture, 2 laboratory) Laboratory required. Prerequisite: Admission to the Athletic Training Clinical Program required and consent of instructor. Majors only. Knowledge and practical applications that effectively recognize and evaluate the acute, chronic and life threatening injuries. Includes history, inspection, palpation, functional testing and special evaluation techniques.

**SES 486 Clinical Methods of Sports Injury Rehabilitation (4)**

Prerequisite: Admission to the Athletic Training Clinical Program required and consent of instructor. Majors only. Neurophysiological basis, techniques and skills utilized in the prevention and rehabilitation of sports injuries. Includes indications, contra-indications, applications of therapeutic exercise, protective aids and return to participation parameters.

**SES 487 Therapeutic Modalities (3)**

Prerequisites: Admission to the Athletic Training Clinical Program required and consent of instructor. Majors only. Introduction and practical application of theory, basis, and uses of the following modalities: cold, heat, hydrotherapy, muscle stimulation, compression, biofeedback, ultrasound, massage and other modalities utilized in sports injury.

**SES 488 Athletic Training Administration (2)**

Admission to Clinical Athletic Training Program required and consent of instructor. Majors only. Organization and administration of athletic training and sports medicine program. Topics include facilities, equipment, medical personal, budgets, insurance, emergency planning, risk management, professional code of ethics and other current topics.

**SES 489 Medical Conditions (2)**

Prerequisite: Admission into clinical athletic training program. Clinical proficiencies, introductory skills, and evaluation techniques in the area of medical injury, illness and disabilities will be taught. Basic clinical competencies and skills will be tested and evaluated.



**SES 490 Exercise Assessment and Programming (4)**

Prerequisites: SES 220, SES 221, SES 322, SES 323, SES 324 and SES 380; successful completion of Competency Assessment I exam. Majors only. Juniors and seniors only. Application of fitness assessments and the subsequent development, organization and implementation of exercise programs for healthy individuals and individuals with controlled diseases. Laboratory provides application of principles.

**SES 492 Internship in Sport and Exercise Science (6-12)**

Prerequisites: SES 490, completion of SES prefix courses with a GPA of 2.7; current CPR certification and consent of the Internship Director. Supervised experience in fitness and exercise programs or cardiac rehabilitation. S/U graded. Repeatable, maximum of 12 credits.

**SES 493 Practicum in Outdoor Leadership (1-6)**

Prerequisite: SES 232 or equivalent. Consent of instructor. A field base, advanced course in wilderness-based teaching and leadership. Students develop skills and knowledge in group development and safe leadership of ethical and effective wilderness travel. Repeatable, maximum of twelve hours.

**SES 494 Exercise Science Practicum (3)**

Consent of instructor. Application of physiological principles, assessment techniques, and exercise prescription in a community setting. Students will gain experience in the use and interpretation of fitness laboratory and field tests. Repeatable, maximum of six credits.

**SES 500 Wilderness First Responder/CPR (3)**

Designed to provide outdoor practitioners with the knowledge needed to deal with emergencies in remote settings. 80-hour curriculum. Successful completion provides Wilderness First Responder certification.

**SES 508 Workshop (1-3)**

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

**SES 510 Cardiac Rehabilitation (3)**

Prerequisite: SES 322 or SES 626 or equivalent. Majors only. Basic electrocardiography and ECG interpretation will be studied. Emphasis is placed on interpretation of resting and exercise ECG's and monitoring procedures, interpretation of abnormalities and drugs that may affect exercise.

**SES 513 Professional Renewal (1-3)**

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded. Repeatable, under different subtitles.

**SES 520 Marketing of Sport (3)**

Develop an understanding of and skill in the marketing process as it relates to promotion and public relations activities in physical education athletics and commercial sport operations. Cannot be taken in lieu of SES 576 required in the Sport Administration graduate programs.

**SES 530 Challenge Course Programming (3)**

Study the procedures, techniques, and responsibilities for challenge course supervision, including operational guidelines and processes, maintenance and general inspection, equipment, safety procedures, and rescue.

**SES 550 Neural Aspects of Kinesiology (3)**

Advanced study of neurological influences to movement. Learn terminology, structures of the human nervous system, cellular and macroscopic neurophysiology, and clinical applications associated with reflexive and voluntary movements and posture.

**SES 555 Supervised Practicum in Teaching a College Basic Activity Course (1-3)**

Consent of advisor. Provide a supervised college teaching experience of a basic activity course for qualified graduate students. S/U graded. Repeatable, maximum of three credits.

**SES 560 Issues and Ethics in Sport Management (3)**

An exploration of major issues, ethical theories, moral reasoning and their impact on the operation of programs in sport, physical education, fitness, athletics and recreation.

**SES 570 Program Management (3)**

Develop an understanding of theories and principles involved in managing a program in the sport industry.

**SES 576 Sport Promotion and Marketing (3)**

Develop skill and understanding in the marketing process relating to the sport industry, athletics and commercial sport operations. Primary focus: application of marketing principles to specific sport scenarios.

**SES 580 Advanced Prevention, Care and Rehabilitation of Athletic Injuries (3)**

Prerequisite: SES 380 or equivalent. Analyze, evaluate and apply current techniques and practices to injuries in the school physical activity and sports programs.

**SES 585 Introduction to Sports Injuries for Coaches (2)**

Introductory athletic training principles and techniques for coaches/students. Emphasis on the prevention and treatment of athletic injuries. CPR/first aid certification recommended. Not acceptable for SES majors.

**SES 589 Bridging Theory and Practice in Sports Coaching (3)**

Examination of theoretical and applied concepts of sports coaching. Emphasis is placed on practical experience of coaching sport that concentrates on coach education theory and effective coaching practices.

**SES 594 Practicum in Outdoor Leadership (1-6)**

A field based, advanced course in wilderness-based teaching and leadership. Students develop skills and knowledge in group development, planning, and safe leadership of ethical and effective wilderness travel. Repeatable, maximum of 12 credits.

**SES 602 Introduction to Research in Sport and Exercise Science (3)**

Receive an introduction and some application of strategy and methods of research to problem solving in physical education, sport management and exercise science.

**SES 603 Professional Development Seminar (3)**

This seminar will provide a cross disciplinary knowledge of the sport and exercise science field while simultaneously preparing students to disseminate scholarly work.

**SES 604 Teacher Action Research (3)**

Provides introduction to self-inquiry and pedagogical reflection through teacher action research. Focuses on historical background, purpose, instruction and guidance for teachers to conduct action research.

**SES 605 Youth Development and Physical Activity (3)**

Advanced theoretical and applied understanding of youth development programs. Emphasis is on service learning experience with physical activity programs that concentrate on the goals of personal and social responsibility.

**SES 606 Scholarship in Youth Development (3)**

The intent of this course is to critically examine scholarly efforts concerning programs and issues in youth development.

**SES 612 Assessment in Sport Pedagogy (3)**

Disseminate knowledge that contributes to quality professional practice. Students will experience new ways of thinking about assessment. Alternative ways of determining student learning, evaluation, grading and reporting will be explored.

**SES 614 Analysis of Teaching in Physical Education (3)**

Present and analyze systems used in evaluating student behavior, teacher behavior and student-teacher interaction. Study strategies for planning and implementing effective teaching and supervising in physical education.

**SES 615 Qualitative Research in Sport and Exercise Science (3)**

SRM 680 or consent of instructor. The epistemological and practical underpinning of qualitative research as an alternative or complement to quantitative research will be studied in this course through readings, class discussions, and a practical project.

**SES 620 Neuromuscular Structure and Function (3)**

Prerequisite: SES 220 or equivalent. Make an advanced study of the structural components of human movement, with special attention to the analysis of movement problems.

**SES 621 Advanced Biomechanics (3)**

Prerequisite: SES 221 or equivalent. Make an advanced study of the mechanical components of human movement, stressing the analysis of movement problems.

**SES 622 Directed Studies (1-4)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**SES 624 Advanced Developmental Kinesiology (3)**

Prerequisite: SES 323 or equivalent. Advanced study of the influence of developmental and aging processes upon movement across the lifespan.

**SES 625 Laboratory Techniques in Kinesiological Research (3)**

Consent of instructor. Titles: Laboratory Techniques in Biomechanics; Techniques in Exercise Physiology; and Laboratory Techniques in Social Psychological Kinesiology. Repeatable, under different subtitles.

**SES 626 Advanced Physiological Kinesiology I (3)**

Prerequisite: SES 322 or equivalent. Advanced study of energy metabolism and exercise nutrition involved with human movement.

**SES 627 Advanced Physiological Kinesiology II (3)**

Prerequisite: SES 626 or equivalent. Advanced study of the muscular and endocrine systems involved with human movement.

**SES 628 Adventure Education (3)**

Planning and implementing adventure activities that provide challenge, choice, and opportunities for personal and group growth. Emphasis on program development, facilitation techniques, and direct application of adventure activities and principles.

**SES 629 Concepts in Kinesiology (3)**

Experiences provided are: Biomechanics of Locomotion, Cardiopulmonary Physiology and Motivation. Repeatable, under different subtitles.

**SES 631 Outdoor Education (3)**

Study the history, philosophy and principles of outdoor physical education. Focus will be on the interdisciplinary nature and educational growth through outdoor experiences.

**SES 635 Exercise and Sports Psychology (3)**

Application of psychological concepts, principles and empirical findings to exercise programs and organized sport settings.

**SES 640 Curriculum in Physical Education (3)**

Consider the principles underlying curriculum instruction, various curriculum elements and build a curriculum in physical education.

**SES 641 Instructional Strategies for Elementary School Physical Education (3)**

Study of research and advanced techniques in teaching elementary physical education. Emphasis on teacher instruction and management, student skill learning time and current program planning.

**SES 642 Instructional Strategies for Secondary School Physical Education (3)**

Study of research and advanced techniques in teaching secondary physical education. Emphasis on understanding the role of the secondary teacher and secondary student needs in teaching physical education.

**SES 650 Financial Management for Sport Organizations (3)**

Develop an understanding of and skill in financial resource management for the operation of programs in sport, physical education, fitness, athletics and recreation.

**SES 660 Sport Personnel Management (3)**

Develop understanding of and skill in human resource management for the operation of programs in sport, physical education, fitness and athletics.

**SES 665 Advanced Sociological Kinesiology (3)**

Advanced study of the application of sociological concepts and theories to current issues in kinesiology.

**SES 670 Sport and Higher Education (3)**

Identification and examination of the contemporary issues and problems in sport in American higher education, their historical foundation, and propose methods for their resolution.

**SES 672 Advanced Sport Law (3)**

Prerequisite: SES 688 Advanced study of employment law, intellectual property, labor law, antitrust, and contract law in sport business.

**SES 675 Management of Sports Facilities and Equipment (3)**

An examination of the functions of planning, management, evaluation, maintenance operations and situational analysis as they relate to management of sport facilities and equipment.

**SES 676 Sport Public Relations and Information Systems (3)**

Presentation of principles, standards and guidelines in sport public relations and information systems involved in sport information management.

**SES 678 Event Development and Management (3)**

Provide student with the skills necessary to develop, propose and conduct sport-related contests and special events including game management and facility management.

**SES 680 Perspectives in Sport Pedagogy (3)**

Philosophical perspectives of issues in physical education and sport, which are influenced by contemporary trends in American education.

**SES 685 Critical Pedagogy (3)**

Students will examine critical pedagogical philosophies and strategies while analyzing socialization process in schools. Also, students will learn how to develop critical awareness and take transformative action in schools.

**SES 688 Legal Aspects of Sport (3)**

Study the law and implications relative to physical education and sport. Emphasis on legal theory and responsibilities and risk management.

**SES 690 Graduate Seminar in Kinesiology (1)**

Consent of advisor. Examine professional and scholarly issues in kinesiology, physical education and sport administration through readings, discussions, laboratory tutorials and presentations of current research topics. S/U graded. Repeatable, maximum of three credits.

**SES 692 Graduate Internship in Sport and Exercise Science (1-6)**

Consent of instructor. Supervised experience structured to the special focus and functions of the student's graduate program. S/U graded. Repeatable, maximum of six credits.

**SES 694 Special Topics in Sport and Exercise Science (1-3)**

Engage in a course of study designed to investigate a special topic. Repeatable.

**SES 695 Seminar in Physical Education (2)**

Consent of instructor. Students will make an in-depth study of contemporary topics under guidance of qualified graduate faculty and consultants. Repeatable, may be taken two times.

**SES 696 College Teaching (3)**

Consent of instructor. Examines instructional models, issues and practices specific to teaching at the college level. Presentation modes such as lecture, discussion, questioning and small group procedures will be included.

**SES 699 Thesis (1-6)**

Optional for Master of Science students on recommendation of major advisor. S/U graded. Repeatable, no limitations.

**SES 703 Research Seminar in Sport and Exercise Science (3)**

For doctoral candidates planning to conduct research in Physical Education or allied areas. Learn techniques and procedures of research and receive aids in development of required research outline for degree.

**SES 705 Seminar in Sport Administration (2)**

Student will undertake an in-depth study of current topics related to the administration and management of sport, physical education, fitness and athletic programs.

**SES 755 Supervised Practicum in College Teaching (1-6)**

Experience supervised teaching of undergraduate kinesiology lessons. Develop course outlines and effective teaching techniques. S/U graded. Repeatable, maximum of six credits.

**SES 797 Doctoral Proposal Research (1-4)**

Doctoral students must earn a minimum-maximum of 4 hours credit in partial fulfillment of degree requirements. S/U graded. Repeatable, maximum of four credits.

**SES 799 Doctoral Dissertation (1-12)**

Doctoral students must earn at least 12 hours of credit for the dissertation as a requirement of the student's doctoral program. S/U graded. Repeatable, no limitations.

**SES 999 Graduate School Continuous Registration (1)**

To permit a graduate student to continue making progress in a degree program. S/U graded. Repeatable, no limitations.

**SOC — SOCIOLOGY****SOC 100 Principles of Sociology (3)**

Overview of basic theories, methods, concepts and issues central to the discipline of sociology. Examine the relationship between social behavior and society. (LAC, gtP)

**SOC 120 Introduction to Family Studies (3)**

Survey the characteristics, issues and problems of the family as a social institution. Topics discussed include: marital satisfaction, conflict, mate selection, alternatives and social change. (LAC, gtP)

**SOC 221 Sociology of Gender (3)**

Examine gender stratification and social inequality. Topics include cultural definitions of masculinity and femininity, socialization and social change. (LAC, gtP)

**SOC 222 Sociology of Popular Culture (3)**

Examines sociological perspectives, theories, and research on popular culture in society. Focus on people, activities, organizations, and institutions involved in production of popular culture.

**SOC 231 Introduction to Sociological Practice (3)**

Examine facets of sociology in action, including the sub-disciplines of applied sociology and clinical sociology. Focus is on applying sociology in order to make a better world.

**SOC 235 Social Change in a Global Context (3)**

This course includes a survey of the major economic, political and social forces that have shaped the modern world. The course will provide an introduction to theories of social change as well as a discussion of contemporary issues in a globalizing context. (LAC)

**SOC 237 Sociology of Minorities (3)**

Examine intergroup relations and the dynamics of power relating to ethnicity and other dimensions of social life that have produced tension and conflict among groups historically and in the present. (LAC, gtP)

**SOC 247 Social Deviance (3)**

Study social deviancy, particularly in terms of types, sources, functions, dysfunctions and social control mechanisms that operate relative to those departures from conformity.

**SOC 258 Contemporary Social Issues (3)**

Review theoretical perspectives and current research on contemporary social issues in society. Examine major issues from varied perspectives within diverse cultures.

**SOC 275 Sociology of Mental Illness (3)**

Sociological perspectives on mental illness. Examine conceptual models of mental illness, social epidemiological help-seeking behavior, social impacts of treatment, mental health delivery systems and social policy issues.

**SOC 278 Sociology of Emotions (3)**

Examines sociological perspectives, theories, and research on emotions. Focus on the social definitions and relationship between social structure; and emotional socialization, emotion rules, management, and performance rituals in everyday life.

**SOC 302 Variable Topics in Sociology (1-4)**

Various sociological topics of current interest, but otherwise not part of the sociology program offerings. Repeatable, under different subtitles.

**SOC 322 Women and Aging (3)**

Prerequisite: SOC 100. Aging from a female perspective. Aspects of maturity and old age such as widowhood, work and retirement, and living situations are examined with particular reference to women.

**SOC 324 Issues in the Family (3)**

Prerequisite: SOC 120. Examine theoretical perspectives and research issues in the family. Analyze current issues in the family studies areas. Possible topics: singlehood, prenuptial contracts, dual career households, divorce, parenting, cohabitation, custody arrangements.

**SOC 325 Sociology of Work and Occupations (3)**

Prerequisite: SOC 100 The origins of the structure and administration of as well as the future of work and occupations. Topics include occupational choice, socialization, managing workers, feelings about work and deviance at work.

**SOC 326 Sociology of Childhood and Adolescence (3)**

Prerequisite: SOC 100. Examine the societal definition of childhood and adolescence and how social institutions influence socialization.

**SOC 330 Sociology of Organizations (3)**

Prerequisite: SOC 100. Study the social structure of modern bureaucratic organizations. Review human behavior in organizations from a sociological perspective.

**SOC 332 Social Psychology (3)**

Prerequisite: SOC 100. Examine the relationships between individuals and social systems. Focus on language interaction, self-conceptualizing behaviors and change. Review dominant social psychological theories and issues.

**SOC 333 Social Class and Inequality (3)**

Prerequisite: SOC 100. Presents a critical analysis of the realities of America's open-class system, making use of current theoretical perspectives and systematic research. Examines cross-cultural perspectives of stratification.

**SOC 340 Juvenile Delinquency (3)**

Study the history of juvenile law, enforcement structures and explanations for the emergence of delinquency. Study the American juvenile legal system and its major problems.

**SOC 346 Criminology (3)**

Survey criminal behavior generally, including theories of causation, types of crime, extent of crime, law enforcement, criminal justice, punishment and treatment.

**SOC 347 Sociology of Corrections (3)**

Survey of the history and structure of punishment in Western societies. Review of the major philosophies and practices of modern corrections.

**SOC 351 Classical Social Theory (3)**

Prerequisite: SOC 100. Study the major classical theorists who established the foundations of sociology during the late 19th and early 20th centuries. Focus on the emergence of sociology.

**SOC 352 Contemporary Social Theory (3)**

Prerequisite: SOC 351. Review the major modern theoretical paradigms and prominent contemporary theorists in sociology. Examine contemporary issues in sociology.

**SOC 361 Methods of Sociological Research I (3)**

(3 lecture, 1 laboratory) Prerequisites: SOC 100 and STAT 150 or BACS 291. Juniors and above. Introduces the fundamental logic and methods of social research. Topics may include hypothesis formulation and testing, designing a research project, sampling, methods of data collection including surveys and field observation, analysis of data utilizing statistical procedures, introduction to a statistical computer package, data presentation, report writing, ethical issues. This is the first of a two course sequence.



**SOC 362 Methods of Sociological Research II (3)**

(3 lecture, 1 laboratory) Prerequisite: SOC 361. Juniors and above. A continuation of SOC 361 which includes an extension of methods of collecting and analyzing data discussed in SOC 361. The course may include topics such as index and scale construction, further use of computer applications for analysis, basic logic of multivariate causal reasoning and its application, analysis of variance and regression, introduction to evaluation research, report writing, and data presentation. The knowledge and skills gained in this two course research sequence may be used to design, conduct and present the results of a research study.

**SOC 371 Sociology of Aging (3)**

Prerequisite: SOC 100. Survey theories and research on the social aspects of aging with emphasis on later maturity and old age.

**SOC 375 Sociology of Health and Illness (3)**

Prerequisite: SOC 100. Provides sociological perspective on the mutual relationships between health care and society. Covers epidemiology, social factors in illness, illness behavior, sick role, health care providers and health care policies.

**SOC 377 Self in Modern Society (3)**

Prerequisite: SOC 100. Examine interrelationship between self and society in the modern world. Focus on sociological theories and research that analyze social influences on the self and response of self to these influences.

**SOC 378 Sociology of Education (3)**

Prerequisite: SOC 100. Systematically attempt to relate sociological concepts to the educational institution. Focus on a scientific analysis of social processes and patterns involved in the educational system.

**SOC 379 The Community (3)**

Prerequisite: SOC 100. Study the community from small to large as a complex of human relations. Explore the community historically, functionally and theoretically on a cross-cultural basis. Material relevant to completing an internship is also included.

**SOC 395 Topics in Sociology (1-3)**

Prerequisite: SOC 100. Offerings focus on sociological topics not regularly offered in the program. Topics focus on expertise of available instructors and the specific needs of students. Repeatable, under different subtitles.

**SOC 422 Directed Studies (1-3)**

Prerequisite: SOC 100. Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**SOC 423 Violence and the Family (3)**

Prerequisite: SOC 100. Juniors or above. Examine major issues in family violence such as defining family violence, comparing types of explanations from different disciplines and translating social science perspectives to policy and social service delivery systems.

**SOC 432 Group Dynamics (3)**

Prerequisite: SOC 100. Evaluate how group processes enhance, limit and define social interaction. Study the major theories of group dynamics.

**SOC 444 Sociology of Criminal Law (3)**

Prerequisite: Juniors and above. Focus on substantive and procedural criminal law in the context of sociological theory, research and jurisprudence.

**SOC 447 Introduction to Grant Proposal Writing (3)**

Juniors and above. A course for juniors and seniors designed to teach students how to prepare grant proposals. This course gives students opportunities to learn by actively participating in the writing of a grant proposal.

**SOC 448 Issues in Social Policy (3)**

Prerequisite: Juniors and above. Survey the history of social policy development and contemporary social change and social trends. Study research in social policy and analyze application and implementation.

**SOC 452 Applied Social Theory (3)**

Prerequisites: SOC 100, Junior or senior status and permission of instructor. Provide understanding of theory in social sciences, knowledge of major paradigms used in social science, assess applied explanatory strengths and weaknesses of these paradigms. Part of the Interdisciplinary Non-Profit Administration Major.

**SOC 490 Internship (3-9)**

Prerequisite: SOC 100. For Interdisciplinary Non-Profit Administration majors only. Study the basic principles of field research by working a volunteer intern with a community service agency. 50 clock hours required per credit hour. S/U graded. Repeatable, maximum of nine credits.

**SOC 491 Sociology Internship (3-9)**

Prerequisite: SOC 379. Provides the student with an opportunity to study and gain experience by working with a community agency or group. Internship placement must be arranged and approved prior to course enrollment. Credit only for work completed during the semester enrolled. S/U graded. Repeatable, maximum of nine credits.

**SOC 492 Practicum in Applied Sociology (3-9)**

Prerequisites: SOC 131, SOC 352, SOC 362. Majors only. Seniors or above. Complete an individualized research project for a community agency or organization. Classroom component addresses issues in applied theory, applied research and professional socialization. Capstone course for Applied Sociology emphasis. Repeatable, maximum of nine credits.

**SOC 493 Practicum in Family Studies (3-9)**

Prerequisites: SOC 324, SOC 352, SOC 361, SOC 362. Majors only. Permission of instructor. Seniors or above. Complete an individualized applied research project for a family service agency. Classroom component addresses issues in applied research, professional socialization and family policy. Capstone course for the Family Studies emphasis.

**SOC 494 Research Practicum (3-6)**

Prerequisite: SOC 362. For Interdisciplinary Non-Profit Administration majors only. Individualized research project for a non-profit organization. Classroom component addresses issues in applied research. Project must be initiated before enrollment and approval of the project is required.

**SOC 508 Workshop (1-6)**

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

**SOC 513 Professional Renewal (1-3)**

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded. Repeatable, under different subtitles.

**SOC 523 Violence and the Family (3)**

Examine major issues in family violence such as defining family violence, comparing types of explanations from different disciplines and translating social science perspectives to policy and social service delivery systems.

**SOC 530 Organizational Analysis (3)**

Analysis of complex organizations in education, health, criminal justice, business and media. Application of theories in structures of organizations, behaviors of individuals within organizations and interorganizational relationships.

**SOC 532 Social Psychology and Group Dynamics (3)**

Analyze and discuss issues, trends, paradigms and applications. Includes social interaction theories, small group dynamics and group based methodologies.

**SOC 539 Seminar in Sociological Practice (3)**

Examine important issues and activities related to practicing sociology, survey research methods and intervention techniques used by sociologists, consider ethics of sociology, emphasize critical thinking, research and writing.

**SOC 544 Sociology of Criminal Law (3)**

Graduates only. Focus on substantive and procedural criminal law in the context of sociological theory, research and jurisprudence.

**SOC 551 Classical Social Theory (3)**

Study the major pioneering classical social theorists who established modern sociology during the late 19th and early 20th centuries. Focus on the emergence of sociology as a discipline.

**SOC 552 Applied Social Theory (3)**

Provide understanding of the role of theory in the social sciences, provide knowledge of major paradigms utilized in contemporary social science theory, assess applied explanatory strengths and weaknesses of paradigms.

**SOC 562 Social Statistics (3)**

Prerequisite: STAT 150. Introduce applied statistics in social science research. Levels of measurement; measures of central tendency and variability, probability; estimation and hypothesis testing; measures of association - chi square.

**SOC 563 Qualitative Methods (3)**

Examination of major qualitative methods in sociology: ethnography, participant observation, phenomenological sociology, ethnomethodology, Verstehen sociology, hermeneutics and other methods. Emphasis is on field research and application of specific qualitative methods.

**SOC 571 Sociology of Aging (3)**

Survey theories and research on the social aspects of aging with emphasis on later maturity and old age.

**SOC 580 Social Policy Analysis (3)**

Examines social policy and society. Socio-cultural historical conditions, social institutions which affect policy formation. Social change and social policy and utilization of sociological concepts and methods are examined.

**SOC 590 Proseminar (0)**

This course includes an overview of the field of sociology, career paths as well as orientation to graduate education, research approaches and possibilities. Ethical issues in the field today are discussed. Course meets one hour per week. Repeatable. S/U graded.

**SOC 622 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**SOC 660 Applied Social Research (3)**

Apply techniques of applied sociological research to an approved community project in applied social research, understand the relationship between basic and applied social research.

**SOC 690 Practicum in College Teaching of Sociology (2)**

Master's students contact graduate coordinator regarding desire to take course. Student is assigned to assist professor and will receive experience in observation and supervised practice in lower division course. S/U Graded.

**SOC 691 Research Internship (1-9)**

Prerequisites: Nine hours of graduate credit in sociology and consent of instructor. S/U graded. Put classroom learning into practice with research in an organizational setting. Repeatable, maximum of nine credits.

**SOC 999 Graduate School Continuous Registration (1)**

To permit a graduate student to continue making progress in a degree program. S/U graded. Repeatable, no limitations.

**SOSC — SOCIAL SCIENCE****SOSC 200 Exploring Colorado (3)**

Uses a multidisciplinary approach to explore topics of Colorado history that are typically included in the K-6 curriculum. This course is especially appropriate for future elementary teachers.

**SOSC 300 Social Science and Historical Perspectives (3)**

Prerequisites: Select one course from: *a.* HIST 100, HIST 101 or HIST 121; *b.* GEOG 100, GEOG 110 or GEOG 200; & *c.* ECON 101, ECON 203, ECON 205, PSCI 100 or PSCI 105. This course is designed to explain and integrate methods and forms of explanation found in the social science disciplines and history.

**SOSC 341 Teaching Secondary Social Studies (3)**

Prerequisite: EDFE 120 or EDFE 125. Prerequisite to student teaching. Learn curriculum and course planning, teaching methods, strategies and techniques, materials, microcomputer applications, testing and evaluation.

**SOSC 400 Senior Seminar (3)**

Majors only. Seniors only. Research selected topics from historical and social science perspectives. Course focuses on the assessment of student's knowledge of history, the social sciences and research skills.

**SOSC 492 Internship in Social Science (2-5)**

Prerequisite: SOSC 300 and consent of instructor. Internships in the public and private sectors to allow students to have practical experience in the work environment.

**SOSC 699 Thesis (1-6)**

Required of Master of Arts Candidates in Sociology on recommendation of major advisor. S/U graded. Repeatable, no limitations.

**SPAN — SPANISH****SPAN 101 Elementary Spanish I (5)**

First part of a two semester sequence emphasizing the development of a functional proficiency in the four basic language skills of listening, speaking, reading and writing. Oral communication is stressed. (LAC)

**SPAN 102 Elementary Spanish II (5)**

Prerequisite: SPAN 101 or equivalent. A continuation of SPAN 101. (LAC)

**SPAN 103 Spanish for Professionals (3)**

Introductory Spanish language course emphasizing functional communication for teachers and professionals who work with Spanish-speaking students/families.

**SPAN 201 Intermediate Spanish I (3)**

Prerequisite: SPAN 102 or two years of high school Spanish. Review the basic principles of the language and emphasize oral Spanish communication. Become familiar with Spanish and Latin American civilization. (LAC, gtP)

**SPAN 202 Intermediate Spanish II (3)**

Prerequisite: SPAN 201 or three years of high school Spanish. A continuation of SPAN 201. (LAC, gtP)

**SPAN 301 Spanish Grammar (3)**

Prerequisite: SPAN 202 or approval from department. A systematic study of the more complex theories and forms of Spanish grammar with emphasis on mood, tense and voice.

**SPAN 302 Spanish Composition (3)**

Prerequisite: SPAN 301 or approval from department. Designed to increase the student's composition skills in Spanish through the use of original essays, descriptions, compositions, research papers and translations.

**SPAN 303 Spanish Conversation (3)**

A course designed to develop a high level of proficiency in spoken Spanish. Language functions are practiced in the context of practical everyday situations.

**SPAN 304 Introduction to Hispanic Literature (3)**

Prerequisite: SPAN 301 or approval from department. To acquaint the student with the elements of the various literary genres and literary criticism. The MLA Handbook will be introduced for research writing.

**SPAN 305 Introduction to Hispanic Linguistics (3)**

Prerequisites: SPAN 302 or Approval from Instructor. An introduction to the main concepts and issues related to the study of Hispanic linguistics.

**SPAN 310 Spanish for Native Speakers (5)**

Co-requisite: SPAN 311 Prerequisite: Functional Spanish language skills at the second-year level, or intermediate level of college Spanish; or equivalent. This course is designed for students who learned Spanish in an informal non-academic setting (home, Peace Corps, travel, foreign duty)

**SPAN 311 Spanish for Native Speakers (1)**

Co requisite: SPAN 310. This is the cultural/conversational component of the Spanish course for native speakers. Laboratory activities include: presentations, debates, discussions, movie reviews.

**SPAN 321 Spanish Civilization and Culture (3)**

Prerequisite: Three years of college Spanish or approval from department. Designed to acquaint students with general trends of Spanish civilization and culture. Includes historical, economic, political and artistic developments of Spain from prehistoric times to the present.

**SPAN 331 Latin American Civilization and Culture (3)**

Prerequisite: Three years of college Spanish or approval from department. Designed to examine the historical and cultural development of the Latin American countries. Surveys the major historical events from the pre-Columbian period to the present.

**SPAN 405 Spanish Phonetics and Dialects (3)**

Prerequisite: Three years of college Spanish. The study of the major semantic, syntactic and phonological aspects of the Spanish language dialects and the standard Latin American Spanish found in the Americas.

**SPAN 406 Introduction to Translation (3)**

Prerequisites: SPAN 302. Introduction to translation techniques and resource material in a wide variety of subjects and styles. Emphasis will be placed on translation accuracy.

**SPAN 407 Spanish for Oral Proficiency (3)**

Prerequisite: SPAN 303. A course designed to develop oral proficiency by exposing students to advanced and superior linguistic functions.

**SPAN 412 Spanish for Bilingual Education (3)**

Prerequisite: SPAN 302. Develops Spanish language skills for teaching math, science and social studies. ACTFL/ETS Spanish Oral Proficiency Interview must be taken before student teaching.

**SPAN 422 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**SPAN 450 Masterpieces of Spanish Literature (3)**

Prerequisite: SPAN 304. Study Spanish Golden Age, Spanish and Spanish American Baroque and Latin American literary works of the period after independence. Includes poetry, novel, essay and drama.

**SPAN 451 Masterpieces of Latin American Literature (3)**

Prerequisite: SPAN 304. Study the Master's of contemporary Latin American literature and the late 19th and 20th century Spanish literature.

**SPAN 455 Literature for Children and Adolescents (3)**

A study of award-winning works of literature. Emphasis on multi-cultural books for children and adolescent literature of acculturation and assimilation.

**SPAN 456 Spanish and Latin American Short Story (3)**

Prerequisite: Two years of college Spanish or equivalent. Study of the short story in Spain and Spanish America. Will review its development from the Middle Ages to the present. Includes works of Matute, García Marquez, Borges and Rulfo.

**SPAN 457 Masterpieces in Chicano/a Literature (3)**

Prerequisite: SPAN 304. Study of the masterpieces of Chicano/a literature from the Spanish colonial period to the present. Focuses on the literature written during the decades of 1965-1995.

**SPAN 459 Hispanic Drama (3)**

Prerequisite: Two years of college Spanish or equivalent. A study of Hispanic drama masterpieces from Spain's Golden Age to the post-Civil War period; Latin America's Contemporary Theatre of Social Protest; and the United States' Hispanic Theatre Movement.

**SPAN 502 Spanish Composition (3)**

Designed to increase the student's composition skills in Spanish through the use of original essays, descriptions, compositions, research papers and translations.

**SPAN 503 Spanish Conversation (3)**

A course designed to develop a high level of proficiency in spoken Spanish. Language functions are practiced in the context of practical everyday situations.

**SPAN 505 Spanish Phonetics and Dialects (3)**

The study of the major semantic, syntactic and phonological aspects of the Spanish language dialects and the standard Latin American Spanish found in the Americas.

**SPAN 506 Translation (2)**

Students will be introduced to techniques, theory and history of translation in understanding the complexities involved in the translation of English to Spanish or Spanish to English.

**SPAN 507 Spanish for Oral Proficiency (3)**

A course designed to develop oral proficiency by exposing students to advanced and superior linguistic functions.

**SPAN 508 Workshop (1-3)**

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

**SPAN 510 Advanced Placement Program-Spanish (1-3)**

Consent of instructor. A course designed to provide content and pedagogical information related to the teaching of grammar and literature in the secondary school Spanish advanced placement program. S/U graded. Repeatable, no limitations.

**SPAN 521 Spanish Civilization and Culture (3)**

Designed to acquaint students with general trends of Spanish civilization and culture. Includes historical, economic, political and artistic developments of Spain from prehistoric times to the present.

**SPAN 531 Latin American Civilization and Culture (3)**

Designed to examine the historical and cultural development of the Latin American countries. Surveys the major historical events from the pre-Columbian period to the present.

**SPAN 550 Masterpieces of Spanish Literature (3)**

Chronological study of Spanish literary movements, schools and their literary masterpieces from Middle Ages to XXI Century. Celestina, 'el picaro', Don Juan, and Don Quijote will be presented.

**SPAN 551 Masterpieces of Latin American Literature (3)**

Chronological study of Spanish American literary movements, schools and their literary masterpieces from Pre-Columbian texts to XXI Century authors. Includes poetry, novel, essay and drama.

**SPAN 555 Literature for Children and Adolescents (3)**

A study of award-winning works of literature. Emphasis on multi-cultural books for children and adolescent literature of acculturation and assimilation.

**SPAN 560 Spanish Civilization and Culture (2)**

Interpretation of the civilization and culture of Spain from its earliest beginnings to the present. Includes an analysis of the artistic, political and economic currents that have shaped modern Spain.

**SPAN 561 Latin American Civilization and Culture (2)**

Designed to examine the cultural heritage of Latin America and its current state of political, economic and social development. Forces affecting the everyday life of the people are emphasized.

**SPAN 562 Mexico and United States Hispanic Civilization and Culture (2)**

The course examines the history and cultural heritage of the contemporary Mexican and of the Hispanics (Chicano, Cuban, Puerto Rican) living in the United States.

**SPAN 563 Hispanic Cultural Topics (1-6)**

Selected readings and discussion of a variety of cultural topics that manifest themselves in the everyday life of the Hispanic people. Customs and traditions will be emphasized. Repeatable, maximum of six credits.

**SPAN 570 Readings in United States Hispanic Literature (1-6)**

Designed to cover literature in English or Spanish by United States Hispanics: Mexican, Cuban or Puerto Rican Americans. Readings in narrative, theatre, poetry. Content is variable and determined by instructor. Repeatable, maximum of six credits.



**SPAN 571 Readings in Spanish Literature (1-3)**

Thorough coverage of topics such as any period of Spanish literature, especially the Golden Age, the generation of 1898 and post-Civil War novel. Repeatable, maximum three credits.

**SPAN 572 Readings in Latin American Literature (1-3)**

Designed to cover selected readings in Latin American literature. Course may be designed by author, themes or genre. Content is variable and will be determined by instructor. Repeatable, maximum of three credits.

**SPAN 575 Masterpieces of 20th and 21st Century Latin America (2)**

A study of the most representative Masterpieces of 20th century Latin American literature. Representative topics might include the modern novel, the essay, contemporary theatre and poetry and fantastic literature.

**SPAN 576 Mexican Literature (1-3)**

Provides a basic understanding of Mexican literature, its general trends and some of the most important authors in each of the four genres: poetry, novel, theatre and short story.

**SPAN 580 Grammar Topics (1-6)**

An in-depth study of difficult Selected structures of the language, which traditionally present problems; such as: the subjunctive mood, ser and estar, preterite vs. imperfect and others. Repeatable, maximum of six credits.

**SPAN 581 Advanced Spanish Grammar (2)**

An intensive study of the more complex theories and forms of Spanish grammar, with emphasis on mood, tense and voice.

**SPAN 582 Spanish for Oral Proficiency (2)**

A course designed to develop oral proficiency by exposing students to superior linguistic functions.

**SPAN 583 Oral and Written Discourse (2)**

Designed to enable students to speak and write extensively in Spanish, using description, narrations and exposition. Emphasis will be on fluency, accuracy and organization.

**SPAN 600 Introduction to Graduate Study and Research Methods (3)**

Orientation to graduate study in the MA in Foreign Languages: Spanish Teaching Emphasis, presents principles of design, analysis, and methodology of graduate-level research and writing the areas of pedagogy, linguistics, literature and cultural studies.

**SPAN 622 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**SRM — STATISTICS AND RESEARCH METHODS****SRM 502 Applied Statistics (4)**

Hypothesis formulation and testing; estimation and confidence limits; one- and two-sample tests; and statistical decision theory. Study inferences arising from distribution functions: t, F, chi-square, binomial, normal.

**SRM 520 Introduction to Statistical Computing (1)**

The course is designed to familiarize students with the use of statistical packages on both the mainframe and microcomputer platforms. Students will learn to organize, input, and analyze data.

**SRM 521 Statistical Computing with SPSS (1)**

Prerequisites: Completion of or concurrent enrollment in SRM 602; familiar with basic Windows commands and features, including use of pull-down menus, basic text editing features, etc. Course will acquaint students with the data management, data transformation and statistical analysis procedures available in SPSS for Windows.

**SRM 551 Mathematical Statistics with Applications I (4)**

Consent of instructor. Study of probability, random variables, distributions, moments, expected values and standard probability laws, probability bounds and point estimation.

**SRM 552 Mathematical Statistics with Applications II (4)**

Prerequisite: SRM 551. Continuation of SRM 551. Sampling distributions, estimation techniques, maximum likelihood, tests of hypothesis, confidence intervals, regression and chi-square tests.

**SRM 595 Special Topics in Applied Statistics and Research Methods (1-4)**

Specialized topics or contemporary issues. Topics vary. Repeatable, maximum two times, under different subtitles.

**SRM 600 Introduction to Graduate Research (3)**

Principles of research, design and analysis. Read and critique published research. Required of all first year graduate students except in those departments with substitutes. Taught every semester.

**SRM 602 Statistical Methods I (3)**

Prerequisite: SRM 600. Brief review of descriptive statistics. Covers probability, inference and sampling, correlation, hypothesis testing one-way ANOVA and an introduction to computer statistics packages.

**SRM 603 Statistical Methods II (3)**

Prerequisite: SRM 602. Continuation of SRM 602. Review of one-way ANOVA. Covers multiple comparisons, factorial designs, nested and mixed models, repeated measures, analysis of covariance and use of computer statistics packages.

**SRM 606 Multiple Linear Regression Analysis (3)**

Prerequisite: SRM 502 or Consent of instructor. Matrix approach to continuous and categorical variables; polynomial Selected non-linear models; formulation of ANOVA and ANCOVA designs and collinearity; regression methods; backward elimination, forward selection, stepwise regression.

**SRM 607 Non-Parametric Statistics (3)**

Prerequisite: SRM 502 or Consent of instructor. Study non-parametric tests; the rationale underlying the tests; examples of application of the tests in behavioral research; and comparison of the tests with their parametric equivalents.

**SRM 608 Experimental Design (3)**

Prerequisite: SRM 502 or SRM 603. Topics include factorial designs, crossed/nested designs, repeated measurements, blocking, analysis of covariance, pre- and post-multiple comparisons, trend analysis, power and use of computer software.

**SRM 609 Sampling Methods (3)**

Prerequisite: SRM 502 or Consent of instructor. Learn methods of survey sampling, including such topics as simple and stratified random sampling, ratio estimation, cluster sampling, systematic sampling, questionnaire design, problems of non-response and non-sampling errors.

**SRM 610 Statistical Methods III (3)**

Prerequisite: SRM 502 or SRM 603. Additional multiple regression topics. Introduction to MANOVA designs, discriminant analysis, factor analysis, cluster analysis, and path analysis.

**SRM 611 Advanced Statistical Data Analysis (3)**

Prerequisite: SRM 610. Student deals with large data sets and problems and issues that arise when working with such sets such as missing data, "dirty" data, rounding errors, storage issues, and the like.

**SRM 614 Linear Models (3)**

Prerequisite: SRM 502, SRM 551. Advanced topics in matrix algebra with applications to statistics. Development of the theory of linear models as a structure for handling problems in regression, analysis of variance, and experimental design.

**SRM 617 Biostatistics and Health Data Analysis (3)**

Prerequisite: SRM 600 or equivalent. Students will gain an understanding of biostatistical methods. This course enables students to develop the skills and knowledge necessary to manage and analyze health care and biomedical data.

**SRM 620 Advanced Statistical Programming (3)**

Prerequisites: SRM 520, SRM 502 or SRM 603, and SAS programming competence with data steps and basic data manipulation and statistical procedures. Introduces advanced programming tools using the SAS System. Designed to better qualify students for jobs in statistical data analysis.

**SRM 622 Directed Studies (1-3)**

Consent of instructor. Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**SRM 625 Applied Multiple Regression Analysis (3)**

Prerequisites: SRM 602 and SRM 603 or equivalent. Acquaint students with the major applications of and issues related to multiple regression analysis. Gain the skills necessary for conducting and interpreting studies involving multiple regression analysis.

**SRM 627 Survey Research Methods (3)**

Prerequisites: SRM 600, SRM 602 and EPSY 674 or equivalent. Covers the uses of surveys, the process involved in designing and implementing a survey study, and general issues related to survey research.

**SRM 635 Categorical Data Analysis (3)**

Principles of Categorical Data Analysis. Emphasis on loglinear and logic modeling techniques, which parallel many features of the general linear model in the continuous case. Taught alternate years.

**SRM 641 Special Topics (1-4)**

Consent of instructor. Advanced topics in applied statistics, measurement theory and research. Specific topics will be determined by the instructor and by current student needs. Repeatable, under different subtitles.

**SRM 645 Statistical Process Control (3)**

Prerequisites: SRM 502. Introduction to the use of statistical methods for quality improvement. Provides a comprehensive coverage of material from basic principles to state-of-the-art concepts and applications to both product and non-product situations.

**SRM 650 Research and Statistics Colloquium (1)**

Required of all Master's and doctoral students. Students present the results of their own research and critique and discuss the presentations of other students and faculty. S/U graded. Repeatable, no limitations.

**SRM 670 Evaluation: Models and Designs (3)**

Prerequisite: SRM 600. Theories and methods of program evaluation, models of evaluation and the social context of evaluation. Nature and types of evaluation, planning, proposal writing and measurements.

**SRM 680 Introduction to Qualitative Research (3)**

Prerequisite: SRM 600 or equivalent. This course introduces qualitative research. Students will explore the foundations, methods and processes of qualitative research and will learn to evaluate published research.

**SRM 685 Educational Ethnography (3)**

Prerequisite: SRM 680 or equivalent. Provides in-depth study of ethnography as related to educational research including issues of ethics, politics, diversity, and the researcher's role. Students will propose and conduct a mini-educational ethnography.

**SRM 686 Qualitative Case Study Research (3)**

Prerequisite: SRM 680 or equivalent. In-depth examination of qualitative case study research. Characteristics of general case studies along with specific types of case studies will be covered. Students will propose and conduct a mini-case study.

**SRM 687 Narrative Inquiry (3)**

Prerequisites: SRM 680 or equivalent. In-depth study of narrative research including life history, oral history, biography, and auto-ethnography. Group and individual narrative inquiries will be conducted. Interviewing, ethics and research benefiting participants will be emphasized.

**SRM 688 Writing as Analysis of Qualitative Research (3)**

Prerequisites: SRM 680 or equivalent and one of the following SRM 685, SRM 686 or SRM 687 or equivalent. An in-depth study of the role writing plays in quantitative research data collection, analysis and representation. Students will use data they collected in a variety of analysis and writing activities.

**SRM 689 Internship in Applied Statistics (1-10)**

Experiential learning in an on-campus setting, such as the Research Consulting Lab. Students work a minimum of 3 hours per week for each hour of credit. S/U graded. Repeatable, maximum of 10 credits.

**SRM 694 Practicum (1-9)**

Consent of instructor. Experiential learning in an on-campus setting, such as the Research Consulting Lab, in conjunction with supervision by a faculty member. Students work a minimum of 3 hours per week for each hour of credit. S/U graded. Repeatable, maximum of 18 credits.

**SRM 700 Advanced Research Methods (3)**

Prerequisites: Either SRM 502 or SRM 602. Advanced research designs, concepts and methods. Required of all specialist and doctoral candidates.

**SRM 705 Advanced Issues in Research Methods (3)**

Prerequisites: SRM 602, SRM 603, SRM 610, and EPSY 674 or equivalent; additional course work in research design, measurement and statistics is recommended. Seminar is designed to acquaint advanced doctoral students with selected current issues in the field of research methodology. Topics will vary based on instructor and student interest.

**SRM 731 Multivariate Analysis (3)**

Prerequisite: SRM 551, SRM 614. Introduces multivariate data structures including geometrical properties and interpretations, the multivariate normal distribution, multivariate one- and two-sample tests on mean vectors and covariance matrices, MANOVA, and profile analysis.

**SRM 763 Apprenticeship (1-3)**

Consent of instructor. Work with faculty member on professional endeavors such as research, writing, course planning or public service. Requires 3 hours per week for each credit. S/U graded. Repeatable, maximum nine credits.

**SRM 770 Evaluation: Advanced Methods (3)**

Prerequisite: SRM 670. Advanced methodological techniques for program evaluation. Topics include tailoring evaluations to the needs of clients and stakeholders, diagnostic procedures and needs assessments, program monitoring and judging the impact of programs.

**SRM 797 Doctoral Proposal Research (1-4)**

Required of all doctoral students. Doctoral students must earn 4 hours as partial fulfillment of requirements for the doctorate. Check with the Graduate School regarding appropriate procedures and formats. S/U graded. Repeatable, maximum of four credits.

**SRM 799 Doctoral Dissertation (1-12)**

Required of all doctoral candidates. Must earn 12 hours as partial fulfillment of requirements for the doctorate. Dissertation must be approved by and defended before the dissertation committee. S/U graded. Repeatable, no limitations.

**STAT — STATISTICS****STAT 150 Introduction to Statistical Analysis (3)**

Prerequisite: MATH 023 with a grade of "C" or better (C- is not acceptable), or a full year of high school modern second year algebra with a grade of "C" or better (C- is not acceptable), or consent of instructor. Study techniques used in organizing data, including frequency distributions, histograms, measures of central tendency, measures of dispersion, probability distributions, point estimation, interval estimation and testing hypotheses. (LAC, gtP)

**STAT 406 Multiple Linear Regression (3)**

Prerequisite: MATH 350 with the grade of "C" or better (C- is not acceptable). Topics in multiple linear regression, estimation of model parameters, inferences, diagnostics, model assumptions, ANOVA formulation.

**STAT 409 Sampling Techniques (3)**

Prerequisite: MATH 350 with the grade of "C" or better (C- is not acceptable). Introduction to elementary sampling concepts. Includes random sampling, stratified sampling, cluster sampling and systematic sampling. Inferences and assumptions are presented for all sampling methods.

**STAT 422 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

## STEP — SECONDARY TEACHER EDUCATION PROGRAM

All STEP courses require an on-line application one semester in advance: [www.unco.edu/teach](http://www.unco.edu/teach)

**STEP 161 Observation and Analysis of Secondary Teaching I (2)**

Apply for placement one semester in advance, [www.unco.edu/teach](http://www.unco.edu/teach). Prerequisites: EDFE 110. Corequisite: EDF 366, ET 249. Sophomore status. GPA 2.5 STEP 161 course activities, seminars and field experiences support Phase I course work. S/U graded.

**STEP 262 Observation and Analysis of Secondary Teaching II (2)**

Must apply for placement one semester in advance, [www.unco.edu/teach](http://www.unco.edu/teach). Prerequisites: EDFE 110, STEP 161, EDF 366, ET 249. Corequisites: EDSE 360, PSY 349. STEP 262 course activities, seminars and field experiences support Phase II course work

**STEP 363 Clinical Experience: Secondary (2)**

Apply for placement one semester in advance, [www.unco.edu/teach](http://www.unco.edu/teach). Prerequisites: EDFE 120 or EDFE 125; STEP 161, EDF 366, ET 249, STEP 262, EDSE 360, PSY 349. Corequisites: EDRD 340, ET 349 and the appropriate content methods course(s). 2.75 GPA required. Junior or above standing. May be repeated in any semester for double majors. STEP 363 course activities, seminars and field experiences support Phase III course work.

**STEP 464 Secondary Student Teaching (1-14)**

Apply for placement one semester in advance, [www.unco.edu/teach](http://www.unco.edu/teach). Prerequisites: EDFE 130 and completion of Phases I-III in their entirety. Consent of advisor. A 16 week experience in content area teaching in senior high where the student demonstrates effective teaching from a culmination of prior knowledge, skills and behaviors. S/U graded. Repeatable, under different subtitles.

## TED — TEACHER EDUCATION

**TED 600 Professional Seminar I (1)**

This course is designed to provide students with information regarding program procedures and expectations, development of professional portfolios, and implementation of a teacher-researcher project.

**TED 601 Conceptions of Schooling (3)**

Examination and analysis of the nature and scope of American education, the common school tradition and what today's schools are for; becoming a citizen in a democratic society.

**TED 602 Teacher Leadership (3)**

Assist teachers in exploring their professional context (socially, politically and organizationally) and their role in enhancing, general schooling conditions, learning processes and outcomes.

**TED 603 Alternative Teaching and Assessment Strategies (3)**

The content of this course is intended to expand teacher's repertoires in the classroom by helping them develop facility with alternate assessment and instruction strategies.

**TED 605 Professional Seminar II (2)**

Prerequisites: SRM 600. This course is designed to be a capstone experience. Synthesize and integrate what has been learned in the content and pedagogy coursework with classroom teaching and other work related experiences.

## TESL — TEACHING ENGLISH AS A SECOND LANGUAGE

Note: For information on Elementary Education and Middle School Education Endorsement in English as a Second Language or the minor, see the information provided under the Department of Hispanic Studies.

**TESL 301 TESL Practicum I (2)**

Prerequisite: EDFE 110, HISP 395, HISP 400. A beginning level field experience in Teaching English as a Second Language.

**TESL 302 TESL Practicum II (1-2)**

Prerequisite: HISP 395, HISP 400, TESL 301. An intermediate/advanced level field experience for students taking a TESL minor or concentration.

**TESL 350 Second Language Acquisition (3)**

Introduction to the systematic study of second language acquisition. Discuss main theories and implications of research in this field for second language learners and for use and acquisition of language in the classroom. Taking a TESL minor or concentration.

**TESL 370 Teaching English Language Learners in the Elementary Education Classroom (3)**

Prerequisites: EDEL 361, IDLA major, 2.75 GPA. This course may not be applied to the ESL Area of Concentration/Endorsement. An introduction to the theory and practice of teaching English language learners in the elementary classroom.

**TESL 400 Methods and Approaches of ESL/EFL (3)**

Prerequisites: MAS 275 or TESL 350. Prepare teachers to develop teaching ability, meet students' needs in ESL/EFL educational settings. Impart theoretical knowledge, display array of activities pertinent to teaching situation, give general information of profession ESL/EFL.

## THEA — THEATRE ARTS

**THEA 100 Individual Performance in Theatre (2)**

Majors only or consent of instructor. Participation in Little Theatre of the Rockies productions. Students must participate in 90 hours. Repeatable, no limitations.

**THEA 110 Performance in a Theatrical Production (2)**

Majors or Consent of Instructor. Practical experience as an actor or actress in mainstage productions. Repeatable, no limitations.

**THEA 130 Introduction to the Theatre (3)**

For non-majors. A survey of Theatre history and its effects upon modern Theatre. The roles of the actors, directors, choreographers, technicians, designers and critics will be explored through live presentations. (LAC, gtp)

**THEA 135 Playscript Analysis (3)**

Majors and minors only. A survey of dramatic literature through script analysis. (This course is a prerequisite for many other courses in the Theatre Department and should be taken in the first year.)

**THEA 149 Orientation to Technology (3)**

Required laboratory arranged. Majors and minors only. Covers the practical application of stage construction, lighting and costume construction. Familiarizes student with equipment, hardware and safety in each area and hands-on experience with practical projects.

**THEA 150 Actor's Lab (1)**

(Laboratory activity-3 contact hours=1 credit hour). A one semester hour credit will be given for participation as an actor in a student directed scene. Repeatable, no limitations.

**THEA 159 Acting Theories and Practice (3)**

This course will provide an opportunity to study, from the viewpoint of an actor, the major elements of dramatic literature, playscript analysis, and historical acting methods. (LAC)

**THEA 160 Beginning Acting (3)**

The emphasis of the course is on the primary needs of acting: emotional recall and recreation, concentration, motivation, personality and character development, physical and vocal ingredients of character and believability.



**THEA 190 Stage Speech I (2)**

Will help to develop good speech for the stage through intelligent use and care of the speaking instrument and appreciation and control of the language, the play, and character.

**THEA 193 Stage Speech and Dialects (3)**

Prerequisite: THEA 190 or consent of instructor. This course deals with continued development of intelligent use and care of the speaking voice utilizing Linkater and Lessac approaches and studies to the major stage dialects.

**THEA 210 Drafting and Painting for the Theatre (3)**

Prerequisites: THEA 135, THEA 149 or equivalent. Majors and minors only. Required laboratory arranged. An introductory course to the basics of theatrical drafting and scenic painting. Several projects allow the student to explore the applications of this foundation class.

**THEA 215 Scene Design I (3)**

Prerequisites: THEA 135, THEA 149, and THEA 210. This is an introductory course designed to explore scenic design through script analysis, period research, and conceptual development. Students will develop the skills necessary to clearly and effectively communicate your visual interpretation of selected scripts as a designer through drawing, rendering, and mechanical drafting exercises.

**THEA 220 Costume Design I (3)**

Prerequisites: THEA 149 or equivalent. Design Technology, Teacher Education students, or by instructor consent. Required laboratory arranged. Introduction to stage costume, approach to the play, survey of dress history, research, the designer's tools, rendering, sketching, fabrics, putting a show together.

**THEA 221 Costume History (3)**

Prerequisite: THEA 149 or consent of instructor. Sophomores or above. Costume from ancient to modern times with attention for theatre design. Evolution of garments, cultural influence. Western world dress with Asian influence and world cultures noted.

**THEA 222 Costume Technology I (3)**

Prerequisite: THEA 220 or equivalent. Required laboratory arranged. Sophomores or above. Introduction to technical skills and crafts used in costuming. Sewing, cutting from patterns, fabric modification, dyeing, painting, garment fitting and alterations are included.

**THEA 225 Theatre in Film (3)**

Students will have an opportunity to enrich their appreciation of society and culture through the media of theatre and film. (LAC, gtP)

**THEA 230 Lighting Design I (3)**

Prerequisites: THEA 135, THEA 210 or equivalent. Required laboratory arranged. An introduction to designing with light, practical applications and theatrical use. Course concentrates on the process from script analysis, concept and paperwork through actually hanging and lighting two projects.

**THEA 232 Lighting Technology (3)**

Prerequisite: THEA 149. This class will introduce you to the work of the Master Electrician and the technology used in the theatre lighting. The first half of the semester we will examine the equipment and procedures of the Master Electrician. The second half will go through the electronics and control structures used in modern lighting control systems.

**THEA 240 Beginning Stage Directing (3)**

Prerequisites: THEA 135, THEA 149 and THEA 160 or consent of instructor. A basic course in the principles of directing a play. The major focus is on contemporary theories and practices of stage directing.

**THEA 241 Seminar in Theatre Arts Management (1-2)**

This course will enable the student to study, explore and participate in the management and administrative activities and issues faced by theatre arts administrators currently working in the field. Repeatable, may be taken four times, under different subtitles.

**THEA 245 Sound Design (3)**

Prerequisites: THEA 149 or consent of instructor. Required laboratory arranged. Prepares the student to design, set-up, operate and repair sound reinforcement and recording equipment with emphasis on theatre specific practices. Digital audio and live performance mixing is also covered.

**THEA 249 Scenic Technology (3)**

Prerequisite: THEA 149 or equivalent. Required laboratory arranged. A hands-on survey of the construction techniques and practices used in scenery construction, properties construction and rigging as well as drafting working drawings, problem solving and budgeting.

**THEA 250 Stage Make Up I (3)**

Prerequisite: THEA 160. A basic course designed to acquaint the student with the principles of stage make-up.

**THEA 255 Creative Drama (3)**

Theatre Education Majors only. This class is designed for the pre-service teacher in order to increase their skill and knowledge in the area of creative drama.

**THEA 260 Scene Study (3)**

Prerequisite: THEA 160. Acting or directing emphasis only. A step-by-step process approach to scene study. Units will be covered connecting the actor with the discovery of purpose/obstacle/relationships/given circumstances/character/orchestration and text scoring.

**THEA 265 Theatre for Young Audiences Tour (3)**

This tour is designed to result in the production of a play for children that will tour to area schools. There will be evening rehearsals and crew in addition to class time.

**THEA 275 Stage Movement I (2)**

(2 contact hours per week) Two-part series of courses in the preparation of actor's skills in movement. Emphasis is movement analysis, body alignment and corrections.

**THEA 276 Stage Movement II (2)**

(2 contact hours per week) Prerequisite: THEA 275. Second in a two-part series of courses in the preparation of actor's skills in movement. Emphasis is movement analysis, body alignment and corrections.

**THEA 296 History of Theatre I (3)**

The development of Western theatre from its classical roots through the mid-17th century, as well as African and Asian theatre from its roots to the present. Emphasis on research. (LAC, gtP)

**THEA 297 History of Theatre II (3)**

A continuation of THEA 296, focusing on American and European theatre. Emphasis on research. (LAC, gtP)

**THEA 300 Advanced Individual Performance in Theatre (2)**

Prerequisites: THEA 100, THEA 149. Majors and minors only. Advanced level work in technical theatre in a given show assignment such as properties master, master carpenter, seamstress, master electrician, etc. This credit may not be used for design assignments. Repeatable, may be taken four times.

**THEA 308 Theatre Workshop (1-4)**

Receive information about current important ideas in many fields of knowledge from authorities nationally known in their fields of specialization. Repeatable, under different subtitles.

**THEA 311 Scenic Painting for the Theatre (3)**

Prerequisites: THEA 135, THEA 210, or equivalent. Required laboratory arranged. Advanced work in scenic painting techniques including moldings, texture and foam carving. Advanced color mixing and hands on projects. Repeatable, may be taken two times.

**THEA 315 Scene Design II (3)**

Prerequisite: THEA 215. Scene Design II is an advanced course designed to expand skills developed in Scene Design I. This course will further enhance the student's abilities to artistically conceptualize multiple genres of theatre through extensive script analysis and research. Students will further expand rendering and mechanical drafting skills to better enhance your communication with directors and other members of the design team. Students will acquire skills to professionally present a portfolio ready design work conceptually to your peers and other design faculty.

**THEA 320 Costume Design II (3)**

Prerequisite: THEA 220 or consent of instructor. Introduction to designing costumes for the stage. Emphasis on the historical, conventional and visual tools and media available to the designer for translating verbal script to visual and tactile form.

**THEA 324 Masterpieces in Theatrical Production (2)**

Prerequisite: THEA 135. THEA 330 recommended. A survey of important plays that have had major impact on the evolution of the modern theatre through thematic concerns, social reflection, revolutionary genre, and production styles.

**THEA 332 Lighting Design II (3)**

Prerequisites: THEA 210, THEA 230 or equivalent. Required laboratory arranged. Advanced work in stage lighting design with an emphasis on the artistic applications of lighting in plays, operas, musicals and tour shows.

**THEA 335 Advanced Voice Production (2)**

Prerequisites: THEA 190. Majors only. Acting emphasis only. Advanced study of the natural resources of the human voice and body as artistic resources for the performer. Designed to explore processes and products of vocal craft work.

**THEA 340 Workshop in Directing I (3)**

(2 lecture; 2 laboratory) Prerequisite: THEA 240. Basic directing techniques as applied to period styles. Focus on research for the director and application of period styles in scene work.

**THEA 341 Workshop in Directing II (3)**

Prerequisite: THEA 240. Basic directing techniques as applied to modern styles. Focus on various anti-realistic styles and their application to modern eclectic Theatre. Practical application in scene work.

**THEA 350 Summer Theatre (10)**

Acceptance by Theatre Arts staff required. Eight weeks of eight-hour daily rehearsals for summer productions. Repeatable, maximum of 40 credits.

**THEA 360 Advanced Acting Styles I (3)**

Prerequisite: THEA 260 or consent of instructor. Acting Emphasis only. Focus on modern drama from early realism through contemporary eclectic styles in this advanced acting laboratory. Repeatable, maximum of six credits.

**THEA 361 Advanced Acting Styles II (3)**

Prerequisite: THEA 260 or consent of instructor. For acting emphasis only. Concentration on period styles including Greek, Elizabethan, Commedia dell'Arte, English Restoration and French Neo-classic in this advanced acting laboratory. Repeatable, maximum of six credits

**THEA 373 Playwriting (3)**

Prerequisite: Consent of Instructor. This course will guide and assist the student playwright through the creative process of writing a one act play or screen play. Course work will include lecture, exercises, and completion of several writing assignments. Final project will be completion of a one act play or film treatment and 30 pages of dialogue.

**THEA 375 Stage Management for the Theatre (3)**

Prerequisites: THEA 149. A class to teach the student how to work as a stage manager in the theatre and what to expect from the position. Focus is on problem solving.

**THEA 380 Design fundamentals for Secondary Education (3)**

Prerequisite: THEA 149. Theatre Education only. This course will include the basics of drafting; scenic, lighting and costume design; and scenic painting with a focus on research and creative exercises.

**THEA 385 Methods of Teaching Drama (3)**

Prerequisite: EDFE 120 or EDFE 125. Learn teaching techniques, curriculum and classroom organization, testing and evaluation, procedures and materials and relationship of the subject area to the total program.

**THEA 401 Practicum in Theatre (1-4)**

Qualified undergraduates must have permission of instructor, advisor and department. Supervised and specialized field work involving theory and methodology in practice. Two copies of evaluation paper required, filed with instructor/department. Repeatable, maximum of eight credits.

**THEA 404 Summer Crew Work in Theatre (1)**

Backstage crew work on summer Little Theatre of the Rockies. If S/U grade is chosen, for a "S," a student must participate in a minimum of 30 hours for each hour of credit.

**THEA 415 Collaborative Design Seminar (3)**

Prerequisite: THEA 315 or THEA 320 or THEA 332. This course is developed to explore, discuss, develop, and implement all elements of theatrical design as a mutual agreement among scenic, lighting, costumes, and sound designers as determined by the visions of the artistic director to produce a production with a stylized composite or scenographic idea. Repeatable one time.

**THEA 422 Directed Research in Theatre (1-4)**

The student must submit a written proposal prior to approval of the study. Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**THEA 440 Directing the One-Act Play (3)**

Prerequisite: THEA 340 or THEA 341 or consent of the instructor. Produce a one-act play under instructor's supervision. Extensive promptbook and well-written self-analysis required.

**THEA 449 Theatre Technical Seminar (3)**

Prerequisites: THEA 149, THEA 349. Majors only. Juniors or above. Required laboratory arranged. Advanced technical theatre class covering a wide range of topics including vacuum forming, hydraulics and pneumatics, budgeting, problem solving, special costume concerns, portfolios and resumes.

**THEA 450 Design and Technology Practicum (3)**

Prerequisites: THEA 149, THEA 300. Majors and minors only. Juniors or above. Consent of Advisor. Practicum focused on mainstage production work in the student's emphasis area: design, technical direction or stage management. Typically done in the senior year. This project is assigned by advisor.

**THEA 464 Audition Techniques (3)**

Prerequisite: THEA 260. Acting Emphasis only. Covers various aspects of audition techniques. Units include: selection of material, preparing and presenting auditions, resume, and picture preparations and guest instructor information.

**THEA 508 Workshop (1-3)**

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.

**THEA 513 Professional Renewal (1-3)**

Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. S/U or letter graded. Repeatable, under different subtitles

**THEA 601 Graduate Practicum in Theatre (1-4)**

Qualified graduate, permission of instructor, advisor and department. This specialized, supervised field work course involves theory and methodology in practice. Copies of written evaluation must be filed with instructor and department. Repeatable, maximum of four credits.

**THEA 622 Graduate Directed Research in Theatre (1-4)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**THEA 650 Graduate Summer Theatre (10)**

Acceptance by Theatre Arts staff only. Graduate workshop in acting and technical theatre, with 8-hour daily rehearsals for 8 weeks for summer productions. Repeatable, maximum of 30 credits.

**THED — THEATRE EDUCATION**

**THED 530 Theatrical Production: Costuming, Make-Up, Props (3)**

Prerequisites: B.A. or B.S. degree, Teaching Certificate recommended not required. Students will gain a solid working overview in the areas of costume design, costume construction, stage make-up, and properties. The concept of aesthetics will be discussed in detail and the beginning tools for achieving a desired aesthetic in the areas covered will be taught.

**THED 531 Theatrical Production: Lighting, Sound, and Scenic Design (3)**

Prerequisites: B.A. or B.S. degree, Teaching Certificate recommended not required. Students will gain a solid working overview in the areas of scenic design, sound design and implementation, and lighting design and implementation. This course should be considered as a continuation of the ideals and concepts offered in THED 530.

**THED 540 Directing/Acting: Realism and Musical Theatre (3)**

Prerequisite: B.A. or B.S. degree, Teaching Certificate is recommended yet not required. This course will include two components: advanced studies in the approaches and techniques of directing and acting in realism; and exploring the tasks of directing, choreographing, and mounting a theatre production.

**THED 541 Directing/Acting: Non-Realism/Period Styles (3)**

Prerequisites: B.A. or B.S., Teaching Certificate recommended not required. This course explores acting and directing in the styles and theatrical periods of Henrik Ibsen, Anton Chekhov, and George Bernard Shaw, as well as Bertolt Brecht, Samuel Beckett and Vsevolod Meyerhold.

**THED 560 Innovative Strategies in Drama Education (3)**

Prerequisites: B.A. or B.S. degree, Teaching Certificate recommended not required. Students will research theatre education strategies practiced in the US and internationally. Focus will be paid to investigating methods which break the mold of traditional practices in most secondary school settings.

**THED 561 Voice and Movement (3)**

Prerequisites: B.A. or B.S. degree, Teaching Certificate recommended not required. This course is designed to provide an advanced working knowledge of the voice using fundamental through advanced exercises. The movement section of this course will provide working knowledge of the actor's body and its connection to vocal work.

**THED 600 Dramaturgy/Research Methodology (3)**

Prerequisites: B.A. or B.S. degree, Teaching Certificate is recommended, yet not required. Students learn effective research strategies for the field of theatre arts. Students will produce a dramaturgical protocol, requiring detailed preparatory research, testing of ideas, and public presentation of theory and concepts in practice.

**THED 670 Advocacy, History and Philosophy of Theatre Education (3)**

Prerequisites: B.A. or B.S. degree, Teaching Certificate is recommended yet not required. This course will explore the history and philosophy of theatre education in the U.S. Participants will investigate the guiding question: why is theatre education essential for every school?

**THED 680 Theatre Education Curriculum Development (3)**

Prerequisites: B.A. or B.S. degree, Teaching Certificate recommended not required. The purpose of this course is for students to apply the techniques and strategies acquired from previous courses into creating actual curriculum for their classrooms. Students will conduct interviews with experienced teachers in the field, research national theatre curriculum, and analyze and develop new curriculum.

**THED 690 Thesis I (3)**

Prerequisites: B.A. or B.S. degree, Teaching Certificate is recommended yet not required, THED 530, THED 540, THED 560. In this course, students will prepare a prospectus proposal and a portion of the prompt book for their Master's thesis project.

**THED 699 Thesis II (3)**

Prerequisites: B.A. or B.S. degree, Teaching Certificate is recommended, yet not required, 33 credit hours of program completed. In this course, students will finish the dramaturgical protocol and promptbook for their Master's thesis project and produce the show that accompanies them both.

**WS — WOMEN'S STUDIES PROGRAM****WS 101 Women in Contemporary Society (3)**

Cultural analysis of social institutions and their effects on the lives of women. (LAC, gtP)

**WS 240 Women, Race and Class (3)**

Because systems of social inequity - operating simultaneously and inextricably intertwined - must be examined together, this course probes the intersecting dynamics and fundamental character of race, class and gender, and sexuality.

**WS 300 History of Feminism (3)**

An in-depth study of the history of feminist political movements and intellectual traditions, focusing primarily on Europe and North America.

**WS 320 Representations of Women in Popular Culture (3)**

Examine how media and cultural representations of gender, race, class and sexuality are implicated in identity formation. Informed by critical theories, students discover how popular cultural representations of women foreclose non-discursive identity options.

**WS 335 Global and Cross Cultural Perspectives of Women (3)**

This course provides a cultural analysis of modernization, economic development, and globalization and their effects on the lives of global women. Topics include women in developed and undeveloped countries using multiple theoretical perspectives.

**WS 350 Feminist Theory (3)**

Feminist theoretical approaches as applied to current personal, social and political issues.

**WS 380 Histories and Politics of Homosexuality (3)**

An in-depth study of the history of gay, lesbian, bisexual, and transgendered identities, communities, and political movements; and theories of sexuality.

**WS 422 Directed Studies (1-3)**

Individualized investigation under the direct supervision of a faculty member. (Minimum of 37.5 clock hours required per credit hour.) Repeatable, maximum concurrent enrollment is two times.

**WS 448 Women's Studies Seminar (3)**

Students will investigate, using a variety of critical and theoretical approaches, a particular theme or historical period focusing on women's roles and gender construction. Students will be required to participate in class discussions and develop individual research projects through consultation with the instructor.

**WS 460 Feminist Legal Studies (3)**

Examines legal issues of particular importance to women; informed by critical legal theory. Topics may include family and marriage law, reproductive rights, employment, education, prostitution, pornography, rape and political participation.

**WS 492 Internship (2-10)**

Prerequisite: WS 101 or equivalent and six additional semester hours in approved women's studies courses required. Supervised field practice on research relating to women's concerns and issues. Paper analyzing experience required. Maximum of 3 semester credits count toward requirements for the Women's Studies Minor. Repeatable, maximum 10 credits.

**WS 508 Workshop (1-3)**

A variety of workshops on special topics within the discipline. Goals and objectives will emphasize the acquisition of general knowledge and skills in the discipline. Repeatable, under different subtitles.



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# ADMINISTRATION AND FACULTY

## Board of Trustees

In parentheses: the first year is the date of the first appointment; the second year is the expiration of the present term.

- Chair, Dick Monfort, Greeley (1999-2009)
- Vice Chair, Jerry Morgensen, Greeley, (2003-2011)
- Joan Clinefelter, Faculty Trustee (2007-2008)
- Mason Smith, Student Trustee, (2007-2008)
- Ron Lambden, Secretary
- Randal L. Haack, Treasurer
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- Carlotta LaNier, Denver, (2006-2011)
- Darlene LeDoux, Lakewood (1993-1997) and (2007-2011)
- Richard James "Jim" Chavez (D), Highlands Ranch (2008-2011)
- Richard S. Gast (D), (2008-2011)

## President

**Kay Norton, J.D.**

(1998), President — B.A., Wellesley College; J.D., University of Denver

## General Administration

The UNC administration is listed with their name followed by their highest degree.

The year in parentheses is the first year of employment at UNC followed by all degrees conferred.

## Vice Presidents

### **Abe Harraf, Ph.D.**

(2007), Provost and Senior Academic Vice President — B.A., English Literature College of Translation, Iran; M.Ed., Guidance and Counseling and M.B.A., Sul Ross State University, Texas; Ph.D., Utah State University

### **Ronald Lambden, J.D.**

(2002), Vice President and General Counsel — B.A., M.A., University of Delaware; J.D., University of Denver

### **Randal L. Haack, Ph.D.**

(2006), Senior Vice President for Finance & Administration and Chief Financial Officer — B.S., University of Nebraska-Lincoln; M.A., University of Nebraska-Omaha; Ph.D., University of Nebraska-Lincoln

## Associate Vice President

### **Michelle F. Quinn, M.A., C.P.A.**

(2001), Associate Vice President of Finance — B.S., George Mason University; M.A., West Virginia University

## Assistant Vice Presidents

### **Robbyn R. Wacker, Ph.D.**

(1990), Assistant Vice President for Research, Graduate, and Extended Studies B.A., B.S., M.S., University of Northern Colorado; Ph.D., Iowa State University (G, DR)

### **Thomas A. Smith, Ph.D.**

(2006), Assistant Vice President for Undergraduate Studies — B.A., University of Washington; M.C.S., Regent College; Ph.D., University of Notre Dame

### **Jeanette Van Galder**

(1980), Assistant Vice President for Information Technology

### **Raul Cardenas, Jr., Ph.D.**

(2007), Assistant Vice President for Enrollment Management — B.A., Pepperdine University; M.Ed., Northern Arizona University; Ph.D., Arizona State University

### **Kirk Lechlitter, B.S.**

(1990), Assistant Vice President Facilities Management — B.S., University of Wyoming

## Dean of Students

### **Samantha Ortiz Schriver, Ph.D.**

(2007), Dean of Students—B.S., Colorado State University; M.S., Ph.D., University of Northern Colorado

## Internal Auditor

### **Mary Sorensen, B.A.**

(2005), Internal Auditor — B.A., Colorado State University

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# College Administration

## College of Education and Behavioral Sciences

### **Eugene P. Sheehan, Ph.D., Dean**

(1987), B.A., University of Dublin; M.S., Queen's University of Belfast; M.S., University of Dublin; Ph.D., University of California, Santa Cruz (G, DR)

### **Carolyn W. Edwards, Ed.D., Assistant Dean**

(1999), B.A., University of Kansas-Lawrence; M.A., Ed.D., University of Northern Colorado (G)

## College of Humanities and Social Sciences

### **David Caldwell, Ph.D., Dean**

(1983), B.A., University of Texas; M.A., Ph.D., Ohio State University (G)

### **Karen M. Jennison, Ph.D., Assistant Dean**

(1972), B.A., University of Kansas; M.A., Washington University; Ph.D., Washington State University (G)

## Kenneth W. Monfort College of Business

### **Don Gudmundson, Ph.D., Dean**

(2008) B.S., University of Wisconsin, Madison; M.B.A., University of Wisconsin, Oshkosh; Ph.D., University of Kentucky

TBA, Assistant Dean

## College of Natural and Health Sciences

### **Denise A. Battles, Ph.D., Dean**

(2005), A.B., Colgate University; Ph.D., University of California, Los Angeles

### **Douglas Marshall, Ph.D., Associate Dean**

(2007), B.S., University of Nebraska; M.S., University of Nebraska; Ph.D., University of Florida

## College of Performing and Visual Arts

### **Andrew Jay Svedlow, Ph.D., Dean**

(2005), B.A., George Washington University; M.S., Bank Street College; Ph.D., Pennsylvania State University

### **Vergie Amendola, M.M.**

(1991), Assistant Dean and Professor of Music — B.A., University of Northern Colorado; M.M., Northwestern University (G)

## Graduate School

### **Robbyn R. Wacker, Ph.D.**

(1990), Assistant Vice President for Research, Graduate, and Extended Studies B.A., B.S., M.S., University of Northern Colorado; Ph.D., Iowa State University. (G, DR)

## University Libraries

### **Gary M. Pitkin, Ed.D., Dean**

(1987), B.A., M.A., University of Wisconsin, Milwaukee; Ed.S., Appalachian State University; Ed.D., University of Northern Colorado

### **Helen I. Reed, A.M.L.S., Associate Dean**

(1990), A.B., Allegheny College; M.A.L.S., University of Michigan

# UNC FACULTY

## A

### Donald K. Adams

(1993), Professor Emeritus of Educational Field Experiences — B.S., M.A., Ed.D.; Appointed 1971

### Rick Adams, Ph.D.

(2002), Professor of Biological Sciences — B.A., M.A., Ph.D., University of Colorado (G, DR)

### Janet K. Alcorn, Ed.D.

(2001), Director of Tointon Institute for Educational Change — B.A., Occidental College; M.A., Ed.D., University of Northern Colorado

### Mark B. Alcorn, Ph.D.

(1986), Associate Professor of Psychology — B.A., Occidental College; M.A., Ph.D., University of Southern California (G)

### Garth H. Allen, J.D.

(1973), Associate Professor of Finance — J.D., University of Iowa (G)

### Linda S. Allen, Ph.D.

(1992), Associate Professor of Communication — B.A., Idaho State University; M.A., University of Wisconsin; Ph.D., University of Oregon (G)

### Michael Todd Allen, Ph.D.

(2003), Associate Professor of Psychology — B.A., North Carolina State University; Ph.D., Indiana University (G, DR)

### Dean E. Allison, Ph.D.

(1993), Professor of Mathematical Sciences — B.S., M.A., Ph.D., University of Missouri (G, DR)

### Vergie Amendola, M.M.

(1991), Assistant Dean and Professor of Music — B.A., University of Northern Colorado; M.M., Northwestern University (G)

### Mark A. Anderson, M.L.I.S.,

(1994), Associate Professor of University Libraries — B.A., M.L.I.S., University of Iowa

### Mark W. Anderson

(2001), Assistant Professor Emeritus of Mathematics and Master Teacher in the Laboratory School — B.A., M.A., Ed.S.; Appointed 1975

### Steven Anderson, Ph.D.

(2007), Professor of Geology — B.S., Cornell College; M.S., Ph.D., Arizona State University (DR)

### Erik Applegate, M.M.

(2007), Assistant Professor of Jazz Studies — B.M., Berklee College; M.M., University of Northern Colorado

### David R. Aske, Ph.D.

(1997), Associate Professor of Economics — B.S., Mankato State University; Ph.D., University of Nebraska

### Michelle S. Athanasiou, Ph.D.

(1996), Professor of School Psychology — B.A., Southeast Missouri State University; M.A., University of Memphis; Ph.D., University of Nebraska-Lincoln (G, DR)

## B

### Graham B. Baird, Ph.D.

(2007), Assistant Professor of Earth Sciences — B.S., St. Lawrence University; M.A., State University of New York at Binghamton; Ph.D., University of Minnesota

### Sandra C. Baird, Ed.D.

(2003), Professor Emerita of Nursing — B.S., M.S., Ed.D.; Appointed 1973

### Clifford D. Baker

(2003), Professor Emeritus of Exceptionalities and Bilingual/ESL Education — B.S., M.S., Ed.D.; Appointed 1974

### Eileen Balcerak, M.A.

(2006), Assistant Professor of Special Education—B.A., M.A., University of Northern Colorado

### Marilyn Banta, Ph.D.

(2002), Assistant Professor of Biological Sciences — B.A., Willamette University; M.S., Texas A&M University; Ph.D., University of Nevada-Reno (G)

### Achilles N. Bardos, Ph.D.

(1990), Professor of School Psychology — B.S., Wright State University; M.A., Ball State University; Ph.D., Ohio State University (G, DR)

### William A. Barnard, Ph.D.

(2002), Professor Emeritus of Psychology — B.A., M.A.; Appointed 1972

### Margo W. Barnhart, Ed.D.

(2008), Assistant Professor or Elementary Education — B.A., Oglethorpe College; M.A., University of South Florida; Ed.D., Harvard University

### H. Gray Barrier, M.M.

(1983), Professor of Music — B.M.E., East Carolina University; M.M., Northwestern University (G)

### Frederick J. Bartelheim, Ed.D.

(1997), Associate Professor of Foundations of Education — B.S., M.A., M.Ed., University of Nevada-Reno; Ed.D., University of San Francisco (G)

### Karen S. Barton, Ph.D.

(2006), Lecturer in Geography — B.A., University of California; M.A., Ph.D., University of Arizona

### Theodore R. Bashore, Ph.D.

(1991), Professor of Psychology — B.S., University of California; M.A., Ph.D., University of Colorado (G, DR)

### Diane Bassett, Ph.D.

(1991), Professor of Special Education — B.S., University of Colorado; M.A., University of Northern Colorado; Ph.D., University of New Mexico (G, DR)

### Chhandak Basu, Ph.D.

(2005), Assistant Professor — B.S., State Agricultural University West Bengal, India; M.S., Montana State University; Ph.D. University of Rhode Island (G, DR)

### Denise A. Battles, Ph.D.

(2005), Dean College of Natural and Health Sciences — A.B., Colgate University; Ph.D., University of California, Los Angeles

### Jeffrey W. Bauer, Ph.D.

(1990), Associate Professor of Educational Technology — B.A., University of Wyoming; M.B.A., California State University-San Bernardino; Ph.D., University of Wyoming (G)

### Nancy Quinn Beardslee, Ed.D.

(1996), Associate Professor Emerita of Nursing — B.S., M.S., Ed.D.; Appointed 1984

### Mary A. Behling, Ph.D.

(1988), Professor Emerita of Physical Education — B.S., M.A., Ph.D.; Appointed 1959

### Jonathan Bellman, D.M.A.

(1993), Professor of Music — B.A., University of California-Santa Barbara; M.M., University of Illinois-Urbana-Champaign; D.M.A., Stanford University (G, DR)

### Thomas R. Benich, M.A.

(1987), Professor Emeritus of Physical Education — B.A., M.A.; Appointed 1964

### Ann T. Bentz, Ph.D.

(2002), Assistant Professor in Sport and Exercise Science — B.S., Southeastern Louisiana University; M.Ed., Colorado State University; Ph.D., University of Northern Colorado (G)

### Connie Bethards, Ph.D.

(2001), Assistant Professor of Visual Arts — B.S., M.A., Iowa State University; Ph.D., University of Iowa (G)

### George T. Betts, Ed.D.

(1979), Professor of Special Education — B.S., Phillips University; M.A., Ed.D., University of Northern Colorado (G, DR)

### Agnes Biegel, M.S.N.

(1990), Associate Professor Emerita of Nursing — B.S.N., M.S.N.; Appointed 1969

### Matthew Birnbaum, Ph.D.

(2008), Assistant Professor of Higher Education and Student Affairs Leadership — B.A., Colorado College; M.A., Ph.D., University of Arizona

### James A. Bitter, Ed.D.

(2003), Professor Emeritus of Human Rehabilitative Services — B.A., M.S., Ed.D.; Appointed 1970

### Linda L. Black, Ed.D.

(2000), Associate Professor of Counseling Psychology — B.A., B.S., University of Iowa; M.A., Lesley College; Ed.D., University of Northern Colorado (G, DR)

### Monte Black, M.F.A.

(2000), Assistant Professor of Dance — B.S., University of Wyoming; M.F.A., University of Illinois



**Brook Blair, Ph.D.**

(1998), Assistant Professor of Political Science — B.A., Colorado College; M.S., London School of Economics; Ph.D., University of Newcastle upon Tyne - United Kingdom

**Margaret T. Blake, Ph.D.**

(1989), Professor Emerita of Counseling Psychology — B.S., M.S., Ph.D.; Appointed 1968

**Lisa Blankenship, M.A.**

(1989), Associate Professor of University Libraries — B.S., Oklahoma State University; M.A., University of Denver

**Robert Blasi, M.A.**

(1988), Professor Emeritus of Physical Education — B.S., M.A.; Appointed 1955

**William L. Blubaugh, Ph.D.**

(1987), Professor of Mathematics — B.S., M.Ed., Kent State University; Ph.D., University of Colorado (G, DR)

**Gayle Johnson Bohrer, M.S.**

(2001), Lecturer of Nursing — B.S., University of North Dakota; M.S., University of Northern Colorado

**Diane Bolden-Taylor, M.M.**

(1993), Professor of Music — B.M., Milliken University; M.M., Indiana University (G)

**Audrey J. Bopp, M.S.**

(2006), Assistant Professor of Nursing — B.S.N., Berea College; M.S., University of Kentucky, Lexington

**Mary Green Borg, M.A.**

(2000), Lecturer in History and Social Science — B.A., Sweet Briar College; M.A., University of Northern Colorado

**William W. Bosch, Ph.D.**

(1998), Professor Emeritus of Mathematical Sciences — B.S., M.S., Ph.D.; Appointed 1970

**Adah Bossart, M.S.**

(1984), Associate Professor Emerita of Nursing — B.S., M.S.; Appointed 1968

**Jack A. Bowen, Ph.D.**

(1984), Professor Emeritus of Human Services — B.S., M.S., Ph.D.; Appointed 1968

**James K. Bowen**

(1994), Professor Emeritus of College Student Personnel Administration — B.S., M.S., Ed.D.; Appointed 1966

**Sandra K. Bowen, Ph.D.**

(1997), Associate Professor of Special Education — B.S., M.A., Utah State University; Ph.D., University of Arizona (G)

**D. Harold Bowman**

(1983), Professor Emeritus of Education — B.S., M.Ed., Ed.D.; Appointed 1959

**Robin D. Brewer, Ed.D.**

(2000), Associate Professor of Special Education — B.S., University of Oklahoma; M.A., Ed.D., University of Northern Colorado (G, DR)

**Kathryn E. Bright, Ph.D.**

(1991), Professor of Audiology and Speech-Language Sciences — B.A., Michigan State University; M.S., Florida State University; Ph.D., University of Arizona (G)

**Bruce W. Broderius**

(1995), Professor Emeritus of Elementary Education and Reading — B.S., M.A., Ed.D.; Appointed 1966

**Susan P. Bromley**

(2002), Associate Professor Emerita of Psychology — B.A., M.A., Psy.D.; Appointed 1985

**Cliff Brookhart, Ed.D.**

(2000), Assistant Professor of Educational Leadership and Policy Studies — B.A., University of Northern Colorado; M.S., Michigan State University; Ed.D., University of Northern Colorado

**Robert Brunswig, Ph.D.**

(1999), Professor of Anthropology — B.A., Kansas State University; M.A., University of Pennsylvania; Ph.D., University of Colorado (G)

**Robert J. Brustad, Ph.D.**

(1992), Professor of Sport and Exercise Science — B.A., University of California-San Diego; M.A., Ph.D., University of Oregon (G, DR)

**Gerald N. Burns**

(1983), Associate Professor Emeritus of Education — B.A., M.A., Ed.D.; Appointed 1965

**Patrick Burns, Ph.D.**

(2004), Assistant Professor of Biological Sciences — B.S., West Virginia University; M.S., Ph.D., Clemson University (G, DR)

**Arnold Burron**

(1998), Professor Emeritus of Elementary Education and Reading — B.S., M.A., Ed.D.; Appointed 1969

**Warren R. Buss, Ph.D.**

(1967), Professor Emeritus of Botany — B.S., Brigham Young University; Ph.D., Iowa State University

**Linda J. Button, Ed.D.**

(1999), Associate Professor of Elementary Education — A.B., Colorado State College (UNC); M.A., Ed.D., University of Northern Colorado (G, DR)

**Jason Byrnes, D.M.**

(2003), Assistant Professor of Music — B.M., Tennessee Technological University; M.M., Pennsylvania State University; D.M., Indiana University (G)

**C****Edward P. Caffarella**

(2003), Professor Emeritus of Educational Technology — B.S., M.Ed., Ph.D.; Appointed 1990

**H. David Caffey, M.M.**

(2005), Professor of Music — B.M., M.M., University of Texas at Austin

**David Caldwell, Ph.D.**

(1983), Professor of German — B.A., University of Texas; M.A., Ph.D., Ohio State University (G)

**Colleen Callahan**

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# DEGREE AND PROGRAM INDEX

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Forensic Science Emphasis(95)  
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Communication Studies B.A.  
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Criminal Justice B.A.(98)  
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Foreign Languages B.A.  
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### **Doctoral Degrees**

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