

The University of North Carolina at Pembroke



“This UNC Pembroke Catalog is true and correct in content and policy.”

Academic Catalog for 2023-2024

ADA Access Statement This publication is available in alternative formats upon request. Please contact Accessibility Resource Center (ARC), Joseph B. Oxendine Bldg. 110 (910.521.6695).



Welcome from the Chancellor

The University of North Carolina at Pembroke was founded in 1887 as the first state-supported college for American Indians in the United States. It is a remarkable story of a people's passion for education and their belief that education is the foundation for a better life. From the beginning, the university's story is one of building opportunities and transforming lives and communities.

Today UNCP has grown into a comprehensive regional university that is part of the 17-member University of North Carolina system. Its mission has expanded over the years to serve all North Carolinians regardless of race, but its core purpose remains the same: to change lives through education.

As you review our academic catalog, you will find 41 undergraduate and 17 graduate degree programs designed to provide students with a high-quality, high-value education. UNCP offers an intimate teaching and learning environment that features small classes and outstanding faculty. Opportunities abound to engage in research, leadership, community service, the arts, organizations, athletics, and much more.

I invite you to review the catalog and our website (www.uncp.edu) to get to know us better; however, the best way to appreciate UNCP is to visit our beautiful campus and meet some of the great people here. When you do, you will discover we are proud of our past, excited about the future, and we fully embrace our role in providing educational opportunities to students who wish to find their place in the world. Come experience UNCP's pride and dedication to your success. We welcome you to join us.

Sincerely,

A handwritten signature in black ink, appearing to read "Robin Gary Cummings". The signature is fluid and cursive.

Robin Gary
Cummings

UNIVERSITY of NORTH CAROLINA
PEMBROKE

AN EQUAL OPPORTUNITY
EMPLOYER

The University of North Carolina at Pembroke

2022-2023 Catalog

This catalog provides the basic information you will need about The University of North Carolina at Pembroke. It includes our history and current goals, admissions standards and requirements, tuition and other costs, sources of financial aid, and rules and regulations that govern student life. This catalog also lists all current courses and academic programs by school/college and by department, and contains the name, rank, and educational background of each full-time faculty member.

UNC Pembroke reserves the right to change without notice any fee, provision, offering, policy, regulation, or requirement in this catalog, and to determine whether a student has satisfactorily met the requirements for admission or graduation.

This catalog is available online through the UNCP website or at the following address: catalog.uncp.edu

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General Information

The University of North Carolina at Pembroke

P.O. Box 1510

Pembroke, North Carolina 28372-1510

910-521-6000

1-800-949-UNCP (8627)

Web: www.uncp.edu

UNC Pembroke is one of sixteen universities in North Carolina that comprise The University of North Carolina. UNCP has a thirteen-member Board of Trustees and, like the other institutions of The University of North Carolina, is subject to the governing regulations of The Board of Governors of The University of North Carolina.

UNC Pembroke supports the protections available to members of its community under all applicable Federal laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 799A and 845 of the Public Health Service Act, the Equal Pay and Age Discrimination Acts, the Rehabilitation Act of 1973, and Executive Order 11246.

UNC Pembroke is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, sexual orientation, gender identification, or disability or because of the individual's honorable service in the Armed Services of the United States. Moreover, UNCP is open to people of all races and actively seeks to promote diversity by recruiting and enrolling American Indian, Black, Asian, and Hispanic students.

Mission of the University

Founded in 1887 as a school for the education of American Indians, The University of North Carolina at Pembroke now serves a distinctly diverse student body and encourages inclusion and appreciation for the values of all people. UNC Pembroke exists to promote excellence in teaching and learning, in bachelor's, master's and professional doctoral degrees, in an environment of free inquiry, interdisciplinary collaboration, and rigorous intellectual standards. Our diversity and our commitment to personalized teaching uniquely prepare our students for rewarding careers, postgraduate education, leadership roles, and fulfilling lives. We cultivate an international perspective, rooted in our service to and appreciation of our multi-ethnic regional society, which prepares citizens for engagement in global society. Students are encouraged to participate in activities that develop their intellectual curiosity and mold them into responsible stewards of the world.

UNCP faculty and staff are dedicated to active student learning, engaged scholarship, high academic standards, creative activity, and public service. We celebrate our heritage as we enhance the intellectual, cultural, economic, and social life of the region.

Vision Statement

The University of North Carolina at Pembroke will challenge students to embrace difference and adapt to change, think critically, communicate effectively, and become responsible citizens. Working from a strong foundation in the liberal arts, we will increase opportunities to infuse our curriculum with interdisciplinary innovation while promoting undergraduate and graduate research as well as international opportunities.

Core Values Statement

The faculty and staff of UNC Pembroke are guided by the following set of core values:

1. The commitment to serving the local region
2. The creation, exploration, evaluation, and articulation of ideas
3. The value of a liberal arts foundation as the basis of self-realization and lifelong learning
4. The importance of honor and integrity to learning and leadership as we educate students to be stewards of the world
5. The appreciation of the American Indian history of the university and local community
6. The appreciation of diversity and respect for the dignity and worth of every individual
7. The commitment to prepare graduate and undergraduate students to succeed in an ever-changing and increasingly technological global environment
8. The accessibility of education which leads to the enhancement of the economy and culture in the region
9. The maintenance of a sustainable, safe, healthful, attractive, and accessible campus

Institutional Distinctiveness Statement

The University of North Carolina at Pembroke distinguishes itself from peer institutions by offering an affordable, highly personalized, student-centered education to diverse students. Founded in 1887 as an American Indian institution to serve the Lumbee people, UNCP is now also comprised of students, faculty, and staff who possess differing attributes based on race, ethnicity, gender, sexual orientation, disability status, national origin, age, political affiliation, religion, and other characteristics. Diversity grounds intellectual pursuits and provides us with opportunities for discovery and ways to integrate all individuals and groups into the larger community, respecting and valuing their uniqueness while simultaneously advancing the University's historical tradition. UNC Pembroke thus prepares its students for life and leadership within a diverse society.

Accreditation

T

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

UNC Pembroke is also accredited by* or is a member of:

- The American Association of Colleges and Universities
- The American Association of Colleges for Teacher Education
- The American Association of State Colleges and Universities
- The American Chemical Society*
- The American Council on Education
- The Association to Advance Collegiate Schools of Business*
- The Commission on Accreditation of Athletic Training Education*
- The Commission on Collegiate Nursing Education*
- The Council for Accreditation of Counseling and Related Educational Programs*
- The Council on Social Work Education*
- National Association of Schools of Art and Design*
- The National Association of Schools of Music*
- The National Association of Schools of Public Affairs and Administration
- The National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation*
- The North Carolina Association of Colleges and Universities

History of the University of North Carolina at Pembroke

On March 7, 1887, Croatan Normal School was established after legislation sponsored by Representative Hamilton McMillan of Robeson County was enacted by the General Assembly of North Carolina. The law, which was in response to a petition from American Indians of the area, established a Board of Trustees and appropriated \$500 to be used only for salaries. A clapboard, two-story building was constructed by local Indians at a site about one mile west of the present location, and the school opened with 15 students and one teacher in the fall of 1887. For many years, the instruction was at the elementary and secondary level, and the first diploma was awarded in 1905.

The school was moved to its present location in Pembroke, the center of the Indian community, in 1909. The General Assembly changed the name of the institution in 1911 to the Indian Normal School of Robeson County, and again in 1913 to the Cherokee Indian Normal School of Robeson County. In 1926, the Board of Trustees added a two-year normal (teacher training) program beyond high school and phased out elementary instruction. The first ten diplomas were awarded in 1928, when the state accredited the school as a "standard normal school."

In 1933, two-year college (junior college) coursework was added. In 1936, the third year of the normal and college curriculum was added, and, in 1939, a fourth year was added after the institution received a "senior college" rating. The first four-year degrees were conferred in 1940. In recognition of its new status, the General Assembly changed the name of the school in 1941 to Pembroke State College for Indians. Between 1939 and 1953, it was the only state-supported four-year college for Indians in the nation. The scope of the institution was widened in 1943 when non-teaching baccalaureate degrees were added, and, in 1945, when enrollment, previously limited to the Indians of Robeson County, was opened to people from all federally recognized Indian groups. In 1949, the General Assembly shortened the name to Pembroke State College.

The Board of Trustees approved the admission of white students up to 40 percent of the total enrollment in 1953, and, following the Supreme Court's school desegregation decision, opened the College to all qualified applicants

without regard to race in 1954. Growth of over 500 percent followed during the next eight years. In 1969, the General Assembly changed the name again to **Pembroke State University** and designated the institution a regional university. Such universities were authorized "to provide undergraduate and graduate instruction in liberal arts, fine arts, and science, and in the learned professions, including teaching" and to "provide other graduate and undergraduate programs of instruction as are deemed necessary to meet the needs of their constituencies and of the State." Three years later, in 1972, the General Assembly established the 16 campus University of North Carolina with **Pembroke State University** as one of the constituent institutions. The new structure was under the control of the Board of Governors, which was to coordinate the system of higher education, improve its quality, and encourage economical use of the state's resources. The Board of Governors approved the implementation of the Master of Arts in Education program by **Pembroke State University** in 1978, as well as several new undergraduate programs. Since that time, additional baccalaureate programs have been added, including nursing, and master's level programs have been implemented in Business Administration, Public Administration, School Counseling, and Clinical Mental Health Counseling.

Pembroke State University celebrated its centennial in 1987. On July 1, 1996, **Pembroke State University** officially became **The University of North Carolina at Pembroke**.

In 2000, a major in applied physics and four new Master of Arts programs were added. An Office of International Programs and the **Esther G. Maynor Honors College** were also instituted to enhance scholarship. Since then, the University has added new baccalaureate programs, including Spanish, environmental science, and geo-environmental studies, as well as new graduate degrees, including the Master of School Administration (M.S.A.), the Master of Arts in Teaching (M.A.T.), the Master of Social Work (M.S.W.), and the Master of Science in Nursing (M.S.N.). Many classes at the undergraduate and graduate levels are available online.

UNCP was declared "North Carolina's Historically American Indian University" on July 5, 2005. From March 2012 to May 2013, the University held a 14-month celebration of the 125th anniversary of its founding.

The Campus

Located along the western edge of the Town of **Pembroke** in **Robeson County**, North Carolina, **The University of North Carolina at Pembroke** occupies 200 acres. It is easily accessible by automobile, 10 miles from Interstate 95 and two miles from U.S. 74. Commercial airline service is available at the **Fayetteville Regional Airport** and at the **Southern Pines/Pinehurst Airport**, each 40 miles from the campus. A map of the campus is available on the University website at www.uncp.edu/map.

The main entrance is off **North Odom Street/Prospect Road**, which runs north from **NC 711**. **Lumbee Hall** (1995) houses the Chancellor's Office and the Offices of Academic Affairs and Finance and Administration as well as Enrollment Management, Undergraduate Admissions, Registrar, Financial Aid, Controller, Student Accounts, Institutional Research, Human Resources, and General Counsel.

On the far north end of campus are the **Intramural Field** (2002); the **ROTC Building**, home of Aerospace Studies and Military Science; **Pine Cottage** (2013), a two-story facility with outdoor space that houses the Office of Advancement; the **LREMC Soccer Field** (2006); and the **Walter J. Pinchbeck Maintenance Building** (2004), named for a former superintendent of buildings and grounds, which houses offices, maintenance, and the motor pool. The north end of campus is also home to three co-educational residential facilities: **University Courtyard Apartments** (2001), **University Village Apartments** (2003), and **Cypress Hall** (2011); **Student Health Services** (2017), which provides health care and health educational services and houses the office of Counseling and Psychological Services; the **Weinstein Health Sciences Building** (2012), named for former NC State Senator David Weinstein, which houses the Department of Nursing and the Department of Social Work; **Sampson Building** (2007), named for Oscar R. Sampson, a former Chair of the Board of Trustees, which houses the departments of Psychology, Philosophy and Religion, and Sociology and Criminal Justice; the **Adolph L. Dial Humanities Building** (1980), named for a professor of American Indian history, which houses the departments of English, Theatre, and Foreign Languages and History and a lecture theatre; the **Lumberton Radiological Associates (LRA) Field** (softball); **Sammy and Onita Cox Field** (baseball); and tennis courts.

At the center of the campus is the **English E. Jones Health and Physical Education Center** (1972, 2005), named for a former Chancellor, which houses the Department of Health and Human Performance and has two gymnasiums, a natatorium with a swimming pool and diving tank, the **Mac and Sylvia Campbell Wellness Center**, a physiology laboratory, a small lecture hall, and two racquetball courts. The **Auxiliary Services Building** (1977, 2006) receives deliveries and houses the University Bookstore, campus Post Office, **BravesCard** office, Printing Center, and Purchasing Services, as well as Receiving and Central Stores; the Department of Police and Public Safety is located on the west side of the building. The **Givens Performing Arts Center** (1975), named for former Chancellor Paul R. Givens, houses the Theatre Arts program and provides an amphitheater-style auditorium for an audience of 1600. In the **James B. Chavis Student Center** (1987, 2003), named for the former Vice Chancellor of Student Affairs, the first floor houses an Information Station, the dining hall, **Chick-fil-A**, Chancellor's and Faculty dining rooms, the **Hawk's Nest** recreation center, a 24-hour computer lab, and student lounge; on the second floor are the Career Center, conference rooms, and the offices of Campus Engagement and Leadership, the **Pembroke Activities Council**, Student Government, and Fraternity and Sorority Life. The **University Center Annex** (2007) includes three conference rooms,

a large multi-purpose assembly room with a stage, two dressing rooms and a catering kitchen, and the offices of Student Affairs and Student Conduct.

Also located in the center of campus, the **Business Administration Building** (1969, 1995) houses the School of Business, a computer lab, and the Interactive Video Facility. The **Education Center** (1976) houses the School of Education, the Office of University-School Programs, the Teacher Education Licensure Office, and curriculum and computer labs for Education majors. The **Joseph B. Oxendine Administration Building** (1965, 2020) houses the Division of Instructional Technology (DoIT), the offices of Title IX and Internal Audit, the Accessibility Resource Center, the College of Arts and Sciences, the Office of Online Learning, the Teaching and Learning Center, and classrooms. Residence halls located near the center of campus include **Pine Hall** (2000) and **Oak Hall** (2007); there are also two women's residence halls, **Mary Irwin Belk Hall** (1970), which also houses the offices of Housing and Residence Life, and **North Hall** (1972). Beside University Road, along the western edge of central campus, is the **Irwin Belk Athletic Complex** (2002), home of Braves football and track and field; it includes **Grace P. Johnson Stadium** (2007), **Lumbee Guaranty Bank Field** (2002), the **Dick and Lenore Taylor Track** (2002), and the **Bob Caton Field House** (2007).

The south of campus is a quadrangle with a water feature and amphitheater (2002), the **Lowry Bell Tower** (1981, 2003), and a gazebo. The **D.F. Lowry Building** (1965, 2007), named after the first graduate of the Croatan Normal School, contains University College, which includes the College Opportunity Program, the University Writing Center, the Center for Student Success, and a study room. **Locklear Hall** (1950, 2005), named for American Indian educator Anderson Locklear, houses a gallery, classrooms, and studios of the Art Department. **Jacobs Hall** (1961), named for former Board of Trustees chair Rev. L.W. Jacobs, houses Student Support Services and other offices, while **Wellons Hall** (1965), named for former university President Ralph D. Wellons, houses the *Indianhead* yearbook and additional office space. **Moore Hall** (1951, 2005), named for Rev. W.L. Moore, the first principal and teacher at the Croatan Normal School, contains the Music Department classrooms, auditorium, library, and studios, as well as practice rooms and facilities for the marching band and choirs.

The southeastern edge of the quadrangle is bordered by historic **Old Main** (1923, restored 1979), the oldest structure on campus and the only campus building listed on the National Register of Historic Places. Its first floor houses the Office of Student Inclusion and Diversity as well as broadcasting studios (WNCP-TV), WNCP radio, and the Museum of the Southeast American Indian. On the second floor are the offices of the departments of American Indian Studies, and Mass Communication, and the Southeast American Indian Studies Program, the American Indian Heritage Center and the student newspaper, *The Pine Needle*. The **Herbert G. Oxendine Science Building** (1967, 2004), named for a former academic Dean, provides classrooms, laboratories, computer labs, and offices for the departments of Biology, Chemistry and Physics, Geology and Geography, Mathematics and Computer Science, and Political Science and Public Administration.

Along the southwestern border of the quadrangle is the **Mary Livermore Library** (1967, 1997), named after a former religion professor. The library provides access to approximately 400,000 volumes, 65,000 periodical titles (print and electronic), Special Collections (university archives), and a depository for U.S. government documents, as well as extensive electronic resources. West of the library are the former Student Health Services building (1967, 2003); **Hickory Hall** (1965, 1987), home of the Esther G. Maynor Honors College; and the **Chancellor's Residence** (1952, 1999).

The southwestern corner of campus contains the **Dogwood Building** (2004), which houses the Office of Civic and Community Engagement; and **Magnolia House** (2008), which is home of the Office of Global Engagement and the proctoring center. The **Thomas Entrepreneurship Hub** (2015) is located on Main Street in downtown Pembroke. The **Office of Regional Initiatives** (2004) is located off campus, about three miles east of Pembroke on NC 711, at the Carolina Commerce and Technology Center (COMTech).

UNC Pembroke's Title IX Non-Discrimination Policy Statement

The University of North Carolina at Pembroke adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. UNC Pembroke does not discriminate in its admissions practices, in its employment practices, or in its educational programs or activities on the basis of sex/gender. As a recipient of federal financial assistance for education activities, the university is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex includes sex, sex stereotypes, gender identity, gender expression, genetic information, sexual orientation, and pregnancy or parenting status.

UNC Pembroke also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by the university's Sexual Harassment Policy.

Any member of the campus community, guest, or visitor who acts to deny, deprive, or limit the educational, employment, residential, or social access, opportunities and/or benefits of any member of the campus community on the basis of sex is in violation of the Sexual Harassment Policy.

Any person may report sex discrimination (whether or not the person reporting is the person alleged to have experienced the conduct), in person, by mail, by telephone, by video, or by email, using the contact information listed for the Title IX Coordinator (below). A report may be made at any time (including during non-business hours) by submitting the online Sexual Harassment Reporting Form.

Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy and regulation or for more information, please visit the Office of Title IX and Clery Compliance, see Sexual Harassment & Regulation, or contact the Title IX Coordinator.

Individuals who believe they have experienced sex discrimination, harassment, and/or retaliation in violation of university policy should contact the Title IX Coordinator or any of the following university officials:

Ronette Sutton Gerber, Esq.

Director, Title IX and Clery Compliance
Title IX Coordinator
Clery Compliance Officer
The School of Education Building, Room 334
The University of North Carolina at Pembroke
One University Drive | Post Office Box 1510 | Pembroke, NC 28372
O: 910.521.6281 | F: 910.521.6165 | C: 910.674.0080
www.uncp.edu | www.uncp.edu/titleixclery

Kaye Patel Fraley

Campus Investigator
Office of Title IX and Clery Compliance
The School of Education Building, Room 344
Office: 910.775.4105
Facsimile: 910.521.6165
kaye.fraley@uncp.edu

Dr. Art R. Malloy, Deputy Title IX Coordinator

Dean of Student and Assoc. Vice Chancellor
Office for Student Affairs
UC Annex
910.521.6304
art.malloy@uncp.edu

Dr. Scott Billingsley, Deputy Title IX Coordinator

Assoc. Vice Chancellor for Academic Affairs
Office of the Provost and Vice Chancellor for Academic Affairs
Lumbee Hall
Office: 910.521.6224
scott.billingsley@uncp.edu

Dr. Nicolette Campos, Deputy Title IX Coordinator

Director of Employee Relations and Workforce Development
Office of Human Resources
Lumbee Hall
910.775.4341
Nicolette.campos@uncp.edu

Christina Chow, Deputy Title IX Coordinator

Senior Woman Admin. & Asst. AD for Compliance
Department of Athletics
English E. Jones Center

Office: 910.775.4246
christina.chow@uncp.edu

A person may also file a complaint with the appropriate federal, state, or local agency within the time frame required by law. Depending upon the nature of the complaint, the appropriate agency may be the federal Equal Employment Opportunity Commission (EEOC), Office for Civil Rights (OCR) of the U.S. Department of Education, the Department of Justice, and/or the appropriate state agency.

**U.S. Equal Employment Opportunity Commission
Raleigh Area Office**

434 Fayetteville Street, Suite 700
Raleigh, North Carolina 27601
Telephone: 1-800-669-4000
TTY: 1-800-669-6820
Facsimile: 919-856-4151
<http://www.eeoc.gov/>

U.S. Equal Employment Opportunity Commission

131 M. Street, NE
Washington, NC 20507
Telephone: 202-663-4900
TTY: 202-663-4494
<http://www.eeoc.gov/>

**The U.S. Department of Education
Office for Civil Rights**

Lyndon Baines Johnson Dept. of Education Building
400 Maryland Avenue, SW Washington, DC 20202-1100
Telephone: 800-421-3481
Fax: 202-453-6012; TDD: 800-877-8339
Email: OCR@ed.gov

**The U.S. Department of Justice
Civil Rights Division**

950 Pennsylvania Avenue, N.W.
Educational Opportunities Section, PHB
Washington, D.C. 20530
Telephone: (202) 514-4092 or 1-877-292-3804 (toll-free)
Facsimile: (202) 514-8337
Email: education@usdoj.gov
<https://www.justice.gov/crt/>

Within any resolution process related to this policy, UNC Pembroke provides reasonable accommodations to persons with disabilities and religious accommodations, when that accommodation is consistent with state and federal law.

Academic Calendar

- [2022 Fall Academic Calendar](#)
 - [2023 Spring Academic Calendar](#)
 - [2023 Summer Session](#)
-

2022 Fall Academic Calendar

Note: UNC Pembroke reserves the right to make any necessary changes in the academic calendar.

****The revision to the calendar DOES NOT impact students enrolled in the accelerated online MBA program. Currently, that schedule remains unchanged. For more information, please contact [The Graduate School](#).

Date Day

TBD TBD New Student Orientation

TBD TBD Transfer Orientation

Dates for housing, room assignments, and residence life can be obtained by visiting the website at [Housing & Residence Life](#)

Aug- 17 Wednesday Fall Semester Classes Begin

Dates for tuition, drop for nonpayment, and other related business policies may be obtained by visiting the website for the [Financial Academic Calendar](#)

Aug- 23	Tuesday	Last day to add/drop courses Financial Aid Freeze Dates
Aug- 30	Tuesday	Census Date
Sept- 5	Monday	Labor Day (University Closed)
Sept- 15	Thursday	Immunization deadline
Sept- 16	Friday	Last day to withdraw from 1 st 8-week courses
Sept- 26- Oct- 28	Mon. - Fri.	Seniors and Priority Registration Groups Sept. 26 - 30 at 9:00 p.m. (90+ credits) Juniors Oct. 3 - 7 at 9:00 p.m. (60-89 credits) Sophomores Oct 17 - 21 at 9:00 p.m. (30-59 credits) Freshman Oct. 24 - 28 at 9:00 p.m. (Less than 30 credits) Students who took classes in Spring 2022 but were not enrolled in Fall 2022 should register with their classification group.
TBD	TBD	Deadline for RDS Residency Decision Effective Date
Oct- 5-6	Wed.- Thurs.	Grade Finale
Oct- 12	Wednesday	Last day of 1 st 8-week courses
Oct- 13-15	Thurs.- Sat.	Fall Break (No Classes)
Oct- 17	Monday	Midterm grades due/ 1 st 8-week course grades due
Oct- 17	Monday	2 nd 8-week courses begins
Oct- 19	Wednesday	Last day to add/drop for 2 nd 8 week courses Financial Aid Freeze Dates
Oct- 28	Friday	Last day to withdraw from regular session courses
Oct- 31	Monday	Fall 2023 Undergraduate Graduation Application Deadline
Nov - 18	Friday	Last day to withdraw from 2 nd 8-week courses
Nov- 23	Wednesday	No Classes
Nov- 24-26	Thurs. - Sat.	Thanksgiving Holiday Break
Dec- 2	Friday	Classes end
Dec- 5- 9	Mon. - Fri.	Final exams
Dec- 9	Friday	Commencement for The Graduate School 7:00 p.m.
Dec- 10	Saturday	Commencement for Undergraduate Students 10:00 a.m.

Dec- 12 Monday Final Grades due

2023 Spring Academic Calendar

Jan- 9 Monday Spring Semester Classes Begin

Dates for tuition, drop for nonpayment, and other related business policies may be obtained by visiting the web site for the

[Financial Academic Calendar](#)

Jan- 13	Friday	Last day to add/drop Courses Financial Aid Freeze Dates
Jan- 16	Monday	MLK Jr. Day (University Closed)
Jan- 23	Monday	Census Date
Feb- 7	Tuesday	Immunization deadline
Feb- 10	Friday	Last day to withdraw from 1 st 8-week courses
TBA	TBA	Deadline for RDS Residency Decision Effective Date
Mar- 3	Friday	Last day of 1 st 8-week courses end
Mar- 6	Monday	Midterm grades due/ 1 st 8-week course grades due
Mar -6-10	Mon.-Fri.	Spring Break
Mar- 13	Monday	2 nd 8-week courses begins
Mar-15	Wednesday	Last day to add/drop for 2 nd 8 week courses Financial Aid Freeze Dates
Mar- 15-16	Wed.-Thurs.	Grad Finale
Mar- 17	Friday	Last day to withdraw from regular session courses
Mar- 20-24	Mon.-Fri.	Advising Week for Spring
Mar 27 - 30	Mon.-Thur.	Pre-Registration for Summer I, Summer II, and Fall (currently enrolled students) Seniors March 27 at 9:00 p.m. Juniors March 28 at 9:00 p.m. Sophomores March 29 at 9:00 p.m. Freshman March 30 at 9:00 p.m.
TBA	TBA	Spring & Summer 2024 Undergraduate Graduation Application is due
Mar- 31	Friday	Students registered last Fall 2022 but not this Spring 2023 at 9:00 p.m.
April- 10	Monday	Open Registration (for all others) 9:00 p.m.
April- 7	Friday	Good Friday Holiday (University Closed)
April- 17	Monday	Last day to withdraw from 2 nd 8-week courses
April- 28	Friday	Classes end
May- 1-5	Mon.-Fri.	Final exams
May- 5	Friday	Commencement for School of Graduate Studies 7:00 p.m.
May- 6	Saturday	Commencement for Undergraduate Students 10:00 a.m.
May- 8	Monday	Maymester begins

May- 8 Monday Final Grades due

2023 Summer Session

Each summer, the University offers one intense pre-session (Maymester), two five-week regular sessions, and two three-week intrasessions. A detailed schedule is available through the Registrar's Office on the University Website: www.uncp.edu/registrar/calendars

NOTE:

The University reserves the right to make any necessary changes in the academic calendar. Updated information on the academic calendar is available through the Registrar's Office on the University Website: www.uncp.edu/registrar/calendars

Dates for tuition, drop for nonpayment, and other related business policies may be obtained through the Office of the Controller on the University Website.

Academic Services and Facilities

Summer School

Through the Office of Academic Affairs, the University offers a MayMester, two five-week terms, and two three-week intrasessions. Special workshops and institutes enrich the regular summer program, and visiting specialists augment the regular faculty when the need arises.

Through many curricular and extracurricular activities, the summer session provides opportunities for teachers and others who are free for summer study. Many courses and workshops are open to individuals not seeking a degree but interested in gaining personal or professional knowledge.

A student entering The University of North Carolina at Pembroke for the first time as a beginning freshman, a transfer student, or a student who is returning to the University after an absence of one semester or more must meet all requirements for admission.

Transient students-students who are regularly enrolled at another institution of higher education and who wish to take courses at UNC Pembroke during the Summer Session for transfer to their home institution-must submit a form available from the Registrar's Office. This form must show that they are in good standing at their home institution and have their Dean's or Registrar's permission to enroll at UNCP. Admission to the Summer Session does not constitute admission to the University.

In-service teachers who wish to attend the Summer Session for license renewal or other purposes must submit an application. The application form and Summer Session Catalog may be obtained from the Academic Affairs Office.

Office of Online Learning (OOL)

The Office of Online Learning (OOL) functions primarily as a support unit for faculty and staff to design and develop degree programs and courses. Online programs currently being offered are the B.S. in Business Administration, B.S. in Birth to Kindergarten Education (B-K), B.S. in Nursing (RN-BSN track), B.A. in Criminal Justice, B.A. in Sociology, and the Bachelor of Interdisciplinary Studies (B.I.S.). Also, the B-K Residency License, the Academically & Intellectually Gifted (AIG), and the Preschool Add-On licensure programs are available in an online format. At the graduate level, online programs include the Accelerated Master of Business Administration (M.B.A.), the Master of Public Administration (M.P.A.), the Master of Arts in Education in Elementary Education (M.A.Ed.), the Master of Arts in Teaching with Specializations in Elementary Education, Middle Grades Mathematics, Mathematics Education (9-12), and Special Education (M.A.T.). A Graduate Certificate in Addictions Counseling (GCAC) is also available in an online format. Several stand-alone courses in a wide variety of disciplines are also delivered fully or partially online to fulfill varying student needs. Specific information about online courses and programs may be obtained at uncp.edu/online.

Online Program Development: The OOL partners with academic departments and programs to convert existing programs to an online format, as well as to develop new online programs. The OOL offers a complete service model for online program development through partnerships with other offices on campus such as Enrollment, Communications and Marketing, the Student Success Center, Planning and Accreditation, and others. In addition, the OOL Learning oversees and secures state authorization compliance for applicants residing outside of the state of North Carolina seeking admission into an online program or individual course. UNC Pembroke has been approved by

the state of North Carolina to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education.

Faculty Support: The OOL provides training and professional development opportunities for faculty who teach online or with technology. Additionally, one-on-one support is also provided for instructors who develop courses for online or hybrid delivery. Starting in the Summer 2020, faculty members can enroll in the Certificate in Online Teaching Excellence, which is a six-week community of practice that explores the strategies and research to teach online and to develop online courses. Other programs for faculty support include communities of practice, instructional technology mini-grants, and weekly webinars.

Technology-enhanced Learning: Starting in the Fall 2021, the OOL will provide technology-enhanced services for faculty teaching in any modality (face-to-face, hybrid, online). Through training, consultations, and grants, faculty members can learn how to integrate technology in their classroom to make learning more effective and engaging.

Content Development: The OOL assists faculty members in the creation of instructional materials and interactive content for their courses in any modality.

ePortfolios: Starting in the Fall 2021, the OOL will implement an ePortfolio program for faculty and students. In partnership with several departments on campus, the ePortfolio program will allow students to connect curricular and co-curricular learning to career readiness. As part of this program, training for faculty and students will be offered, as well as consultations.

Quality Assurance in Online Courses: The OOL has set guidelines and procedures to ensure that online courses at UNCP comply with quality assurance, universal design, and accessibility standards. Faculty members can submit their courses for review and earn an Online Teaching Excellence digital badge and a stipend.

Online Student Support: The OOL, working in conjunction with various student support services, assures that online students are seamlessly linked to critical learning resources and services, as well as professional development opportunities.

Research Support: The OOL partners with academic departments and programs to engage in research activities related to online teaching and learning and securing extramural funding.

Library Services: Upon request, the Library will mail books to home addresses if students are not enrolled in on-campus courses. Library staff will also scan reference book chapters, print journal articles, government documents, etc., and email these materials directly to students. To access electronic resources from off campus and to request materials using BraveCat, the Library's online catalog, students must have a library account and a PIN (Personal Identification Number). These library accounts are created automatically, but, if assistance is needed, students can contact the Circulation staff at 910.521.6516 or circ@uncp.edu.

For further information about the services offered by the OOL, contact us at 910-521-6367 or online@uncp.edu. You can also visit our website at uncp.edu/online.

Mary Livermore and Other Library Services

The Livermore Library is home for about 350,000 print volumes; our special collections and archives (which provide key documents on the history of the university, the region and the Lumbee Tribe). We are also home to the collected papers of longtime Congressman Charlie Rose. The library subscribes to many databases and information access points, providing users with access to full-text journals, papers from scholarly societies, national and regional newspapers, and other sources. Overall library users have immediate access to nearly 100 million items. As part of the UNC System, students have borrowing privileges at the other constituent university libraries. Materials from other libraries outside the UNC System may also be requested through Inter-Library Loan.

The first floor provides users with the main reading room along with collaborative Huddle Spaces for group projects, seating, portable white boards, and the ease for refreshments and meals at Café 641. The second floor offers numerous study rooms, collaborative groups space, and individual study carrels for focused studying. The dedicated desks for Patron Services and Research Services provide professional librarians and staff to immediately assist with reference and research questions. Faculty librarians teach our regular undergraduate and graduate program research courses as well as provide specialized instruction for individual courses.

Both on campus and online students can access all the resources of the library 24 hours a day and online students can chat with our librarians during regular library hours (see the library webpage for current hours). Students can call Patron Services at 910.521.6516 or Research Services at 910.521.6656.

Students with questions can also receive an answer within 24 hours by emailing at refdesk@uncp.edu.

Division of Information Technology (DoIT)

The Division of Information Technology (DoIT) builds and maintains the computing infrastructure and services that UNCP's students, faculty, and staff rely on to do their work.

BraveWifi, eduroam, and UNCP-Guest wireless access provide Braves and campus visitors with access to Internet resources. To register for BraveWifi or eduroam, connect to that network and enter your username and password. Campus visitors, including parents, have access to the UNCP-Guest wireless network.

Assistance with technology related issues is available through the DoIT Help Desk in the D.F. Lowry Building, room 110, or 910-521-6260. Support hours vary with holidays and semester breaks. For up-to-date information, go to www.uncp.edu/doit/helpdesk. Questions and concerns may also be addressed to DoIT via our online ITSM Self Service portal or via email to doit.helpdesk@uncp.edu. Use ITSM Self Service to submit a request for assistance. The Self Service login page is available by clicking the "ITSM Self Service" link in the Quicklinks menu on the UNCP homepage.

Student Computing Resources

DoIT provides each student access to a number of technology services including BraveWeb, Canvas, the campus network, and network file storage. All students receive a BraveMail email account in Office365. All students, faculty, and staff also have full access to the collaborative tools offered through Office 365, Google Suite for Higher Education, and Webex. Access to all services is enabled through an individual network account created for each student when enrolled. Go to www.uncp.edu/doit for information about all of these resources.

Computer labs are available throughout the campus. The labs located in academic buildings are available to all students when not otherwise occupied by a class. The computer lab on the second floor of the Mary Livermore Library is available during the Library's operating hours. The computer lab on the first floor of the James B. Chavis University Center is open to all students, and the schedule is posted in the University Center.

University Writing Center

The University Writing Center, located in the D.F. Lowry Building, Room 308, assists UNCP students at any stage in the writing process, from conception and organization to revision and publication. The Writing Center staff works with students in face-to-face or online tutoring sessions on any composition-based assignment, helping students focus, select, organize, and develop ideas in early drafts of writing and then helping them review, improve, and strengthen later drafts before submission. Writing Center users have access to networked computers and a printer as well as an extensive collection of writing reference materials.

The University Writing Center staff includes a full-time director along with a group of upper level and graduate students from across the disciplines who have extensive training in the writing process, tutoring, and their Writing Center responsibilities.

The University Writing Center opened at UNCP in May 1994 as a Title III-funded student support program and was granted permanent institutional support by the Office of Academic Affairs and the Department of English and Theatre in August 1998.

University College

The University College, located in the D.F. Lowry Building, is designed to provide a support system for students through numerous programs and activities including but not limited to academic advising, academic counseling, learning communities, peer mentoring, and tutoring. The University College contributes to UNCP's commitment to changing lives through education by leading campus initiatives to assist all students in transitioning, progressing, and persisting to graduation. Professional staff in the University College are committed to working collaboratively with campus stakeholders to provide a student-centered experience that increases retention and graduation rates.

The University College serves as the academic home for first-year students as well as second-year students on academic probation and/or undeclared with their major. The University College consists of several units: Academic Advising, Academic Engagement, Academic Outreach, New Student Programs, TRIO, the Writing Center, and the Teaching and Learning Center. Additionally, the University College houses University Studies.

Office of Global Engagement

In today's global economy, the need for college graduates equipped with the skills to succeed in an international and multi-cultural capacity, and for faculty prepared to teach them, has never been greater. Citizens need to understand the current world, the challenges that it presents, and the benefits to be gained from informed participation with an international scope. Businesses, likewise, must be prepared to compete within a modern and contemporary marketplace.

The Office of Global Engagement advises the university and other interested parties on international matters, directs and carries out the university's international education activities, and serves as its main representation abroad. Consistent with its mandate to broaden the global scope of the university community and to serve as a dynamic resource for the local community and beyond, the office serves as a UNCP representative on the world stage. It recruits and supports high-quality international degree-seeking and exchange students from all over the world. Global Engagement offers, creates, and manages Study Abroad opportunities for UNCP students and offers students and

parents alike outstanding support from pre-departure onwards. It also serves as an internationalization support office for UNCP faculty and for in-bound and resident foreign scholars, and it works with industry and community leaders to promote international understanding and skill sets. The Office of Global Engagement also directs the English Language Institute, which is described in more detail in the section below.

Working with the University Counsel, Global Engagement is responsible for seeking and managing international contracts with a large number of high-profile institutions throughout the world and offers (in concert with various other UNCP offices and academic departments) cooperative degree and non-degree programs with partner institutions abroad.

English Language Institute

The English Language Institute (ELI) offers innovative programs in English as a Second Language (ESL) to UNCP's growing population of international students. Overseen by the Office of Global Engagement, ELI offers high-quality English instruction to non-native speakers. ELI's ESL instruction prepares international students to succeed, both academically and culturally, within the UNCP community, whether in the classroom or off-campus in social or professional settings. In addition to the achievement of linguistic competency, the program also aims at making international students more comfortable with, and better-informed of, life in the United States. A significant amount of content and opportunity is leveraged through current and cultural events and by means of local and regional excursions.

TRIO Programs

TRIO Programs at UNCP, located in Jacobs Hall, Suites A and B, are designed to help meet the academic, cultural, and financial needs of participants in order that they may achieve a high success rate while in school.

Student Support Services is funded to serve two hundred undergraduate students at UNCP. The program offers the following services:

- economic and financial literacy counseling
- tutoring on a one-to-one or a small group basis in all majors offered at the University
- study skills assistance in developing techniques of note-taking and test-taking
- assistance with applying for financial aid and scholarships
- guidance in academic, vocational, and personal/social concerns
- opportunities to participate in cultural activities
- access to reference and resource materials, including study guides for the following tests: Praxis, Praxis II, TEAS, GRE, MAT, GMAT, LSAT, and MCAT..

Accessibility Resource Center

The Accessibility Resource Center (ARC) is designed to assist students covered under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Students with disabilities may receive assistance by contacting ARC, located in the West Hall, Room 110. Regular operating hours are Monday-Friday, 8:00 a.m.-5:00 p.m. Appointments during business hours are requested and can be made by emailing arc@uncp.edu or by calling (910) 521-6695. After-hours appointments may be made on an as-needed basis.

The Accessibility Resource Center will (1) provide guidelines for documenting disabilities; (2) discern eligibility for services; (3) determine reasonable accommodations; and (4) facilitate appropriate accommodations. Contact the Accessibility Resource Center for additional information.

North Carolina Health Careers Access Program at UNCP (NC-HCAP)

The North Carolina Health Careers Access Program (NC-HCAP) at The University of North Carolina at Pembroke, located in Jacobs Hall, Suite F, is one of three centers of the North Carolina Health Careers Access Program (NC-HCAP). This interinstitutional program of the University of North Carolina was established in 1971 to address the serious shortage of health professionals in North Carolina, especially among underrepresented minorities and disadvantaged population groups. Interested students should contact the NC-HCAP office at 910.521.6673, email hcap@uncp.edu or visit our webpage: www.uncp.edu/hcap

Mission: To increase the number of underrepresented minorities or economically/educationally disadvantaged persons being trained for and employed in the health professions.

Purpose: The purpose of NC-HCAP is to provide recruitment, counseling, and enrichment services and activities for all UNCP students who are interested in pursuing Allopathic/ Osteopathic medicine, Physician Assistant studies, Optometry, Dental Medicine, Veterinary Medicine, Pharmacy, Podiatry, Public Health, Allied Health fields of study, etc.

NC-HCAP at the University of North Carolina at Pembroke serves pre - health students at UNCP and offers the following services and activities:

- provides information on over 200 different health careers and on a broad range of health professions programs available in North Carolina and elsewhere;
- provides counseling for individuals seeking careers in the health professions for which training is available in the constituent institutions of the University of North Carolina system, North Carolina community colleges, and other professional pre-health programs;
- provides advisement, retention and enrichment services for students enrolled in pre-professional health programs;
- provides professional study guides and review materials to assist students in preparing for health professions schools admissions tests (i.e., MCAT, DAT, PCAT, etc.);
- provides assistance with AMCAS applications;
- provides assistance with individual student mock interviews;
- coordinates seminars, speaker series on admission procedures, entrance exams, curriculum requirements, and financial aid for health professions schools and graduate biomedical science programs;
-
- hosts seminar and workshops on interview, resume and personal statement writing.
- provides educational field trips to medical centers and health professions schools in North Carolina, and interaction with health professions schools' faculties, administrators, and students and with practicing health professionals;
- assists minority and disadvantaged students interested in health professions programs in identifying adequate financial aid resources;
- sponsors a Health Careers Club at UNCP for enrolled health science majors and others interested in pursuing careers in the health professions.
- sponsors a Pre-Dental, Pre-Physical Therapy, and Pre-Veterinary Medicine club in addition to the main Health Careers Club.
- conducts Health Careers Information & Enrichment (HCIE) workshops for Health Careers Club;

Clinical Health Summer Program (CHSP)

NC-HCAP also sponsors a seven-week educational work/learning clinical health experience held each year during May through June. The 40-hour-a-week salaried positions consist of both clinical experiences in health care agencies and academic enrichment experiences for underrepresented minorities or economically/educationally disadvantaged health science majors interested in health-related careers. For additional program information, please visit our webpage: <https://www.uncp.edu/academics/opportunities-programs/health-careers-access-program/summer-program>
EMT at UNCP through Robeson CC

Each spring semester, in conjunction with Robeson Community College, NC-HCAP offers an EMT course on campus. This course is only open to UNCP students who are interested in health professions. After successful completion of this course students may sit for the state and national exams. For more information please contact the NC-HCAP office at 910.521.6673 or hcap@uncp.edu.

Museum of the Southeast American Indian

The Museum of the Southeast American Indian (formerly know as the Native American Resource Center) is a multi-faceted research institute and museum. The mission of the Museum of the Southeast American Indian is to educate and serve the public about the prehistory, history, culture, art, and contemporary issues of American Indians, with special emphasis on the Robeson County Native American community; to conduct scholarly research; to collect and preserve the material culture of Native America; to encourage American Indian artists and craftspeople; and to cooperate on a wide range of projects with other agencies concerned with American Indians.

Located on the first floor of Old Main, the Museum of the Southeast American Indian offers a rich collection of authentic American Indian artifacts, handicrafts, art, books, and audio and video recordings about Native Americans. An exciting variety of exhibits is on display, including prehistoric tools and weapons, 19th century Lumbee household and farm equipment, and contemporary Indian art. Indian cultures from various parts of the Americas are represented by characteristic artifacts. The Museum's mission supports the mission of the University specifically by encouraging inclusion and appreciation of diverse cultures and by celebrating the heritage of the institution (founded as a school

for American Indians). The Center's mission also contributes to the University's mission through service to and appreciation of our multi-ethnic regional society, as well as by promoting active student learning and creative activity.

WNCP-TV

The Department of Mass Communication operates a TV and radio studio in Old Main and related facilities. These programming operations support the curriculum in the broadcasting major by providing students with a hands-on, practical working environment to gain needed production experience.

WNCP-TV also supports both the university and the surrounding communities by providing programming to regional broadcast and cable outlets and the web.

The shows produced for WNCP-TV cover a wide range of topics including news, sports, public affairs, entertainment, and special programs such as live events around the campus.

WNCP-TV facilities include a three-camera studio, control room, newsroom, Macintosh Lab, and podcasting booth.

The Teaching & Learning Center

Established in 1996 and located in Mary Livermore Library, the Teaching & Learning Center seeks to promote teaching excellence by generating the ideas, activities, and enthusiasm that foster quality teaching and learning, a mission overseen and executed by the Task Force on Teaching Excellence, an advisory board composed of award-winning faculty. As a unit within the Office of Academic Affairs, the TLC establishes and maintains collaborative relationships across the university-including but not limited to the Center for Student Success, the Division of Information Technology, the Office of Community & Civic Engagement, the Accessibility Resource Center, the Office of Academic and Military Outreach, and the Office of Online Learning-so as to provide faculty with comprehensive, purpose-driven, and seamless support in the classroom. The TLC seeks to foster an environment where teaching is rewarded and recognized, and faculty are encouraged to apply for Grants for Excellence in Teaching & Learning to support their pedagogy and scholarship in teaching and learning.

To learn more, visit <https://www.uncp.edu/resources/teaching-and-learning-center>. Follow @UNCPTLC on Facebook and Twitter, and contact Director Scott Hicks at (910) 775-4032 or scott.hicks@uncp.edu.

Office of Sponsored Research and Programs

The Office of Sponsored Research and Programs (OSRP) serves as the clearinghouse for externally sponsored grant, contract, and cooperative agreements. The staff provides guidance and support in identifying funding sources, developing grant proposals and research contracts, and ensuring compliance with University and federal regulations. The Office maintains University-wide grant records and reports all proposals and awards through the UNC system electronic research administration database. Common types of funded activities include research grants, programmatic grants, training grants, research career programs, undergraduate research, minority programs in science and math, community outreach programs, and economic development projects and partnerships. The Office sponsors grant writing workshops on various aspects of proposal development and grant management. More information may be found at <http://www.uncp.edu/osrp>.

Office of Institutional Research

Mission:

Office of Institutional Research serves as a centralized data resource to the university community by providing strategic, timely, accurate information and research service to assist institutional planning and assessment, inform sound decision making, and enhance institutional effectiveness.

Vision:

- Develop and monitor performance indicators that measure overall institutional effectiveness and the university's progress toward strategic planning goals and objectives;
- Respond to mandated reporting requirements from Federal, State, UNC system and accrediting agencies;
- Oversee and maintain the official institutional data;
- Prepare enrollment projection models in assisting the Enrollment Planning Group;
- Administer and analyze institution-wide surveys and testing and disseminate results to the campus community;
- Conduct research studies to assist academic and administrative departments in meeting program review, assessment, and accreditation requirements; and
- Serve as a consultant to support data-driven decision-making process at all levels.

Regional Initiatives

The Office of Regional Initiatives is located off campus at the Carolina Commerce and Technology Center (COMTech) on Livermore Drive. Established in 2000, its mission fosters regional collaboration, enhances business development, and empowers communities for quality of life betterment in southeastern North Carolina. The Office of Regional Initiatives addresses the diverse needs of the region through initiatives to increase resources, establish networks, and provide training. It provides outreach services to the citizens, businesses, governments and nonprofit organizations throughout the region. These outreach services are executed in cooperation with organizations to provide management development programs, health care initiatives, customized training, consulting, grants development, planning and technical assistance, conference designing and implementation, and economic and social research.

Professional Development: The office offers non-credit workshops leading to a certificate in areas such as management development and leadership development with concentrated study in group dynamics, communications, quality, change, and strategic planning. These programs are offered to the public but can also be tailored to meet an organization's specific needs, with instruction arranged on-site and online, and courses may qualify for Continuing Education Units of credit (CEUs).

Short Courses, Institutes, and Conferences: In addition to helping students meet licensure requirements, the University meets special needs of students through this program and continues the tradition of providing education to all segments of the population for personal and professional enrichment. The University awards Continuing Education Units (CEUs) to participants in qualified programs. Continuing Education Units are a part of a nationwide recording system to provide a uniform measure of attainment in non-credit educational programs. One CEU at UNC Pembroke is defined as "ten contact hours of participation in an organized continuing education experience under responsible, capable direction, and qualified instruction."

Youth Programs: The Office of Regional Initiatives provides numerous opportunities for youth involvement that include summer programs such as Kids College, Teen College, EntreU, and, based on funding, a Summer Transportation Institute and Summer Science Symposiums.

Small Business and Technology Development Center: Operated as an inter-institutional program of The University of North Carolina, SBTDC provides information and individualized counseling services to citizens who are starting a business or existing businesses interested in expansion.

Community Services: The office supports community agencies and the nonprofit sector through services such as community organizing and leadership development. Healthy Start, a national infant mortality initiative, is administered by the Office of Regional Initiatives under Community Health Alliance, as is Youth Start, which provides comprehensive services for in-school youth aged 14-18.

Thomas Entrepreneurship Hub

The Thomas Entrepreneurship Hub is located at 201 Main Street, downtown Pembroke. The Thomas Entrepreneurship Hub management recognizes the correlation between economic development and entrepreneurship and therefore is committed to entrepreneurship education and to entrepreneurial development. Its ambition is to stimulate entrepreneurial thinking amongst the UNCP student body as well as assist and support entrepreneurs and new ventures in the Southeastern North Carolina region. As a consequence, the mission of the Thomas Entrepreneurship Hub is focused on education, research, planning, and community engagement. Established in 2006, the Thomas Entrepreneurship Hub was enabled by a generous gift from The Thomas Family Foundation, founded by James and Sally Thomas. Thomas Entrepreneurship Hub consultants reach out and support the community by providing one-on-one consulting and evaluation services for local entrepreneurs along with a business incubator and maker space, while assisting students in developing entrepreneurial competencies and knowledge. The result is to extend entrepreneurship education outside the classroom by allowing students to work with local entrepreneurs on critical business challenges. Experiential learning is a great asset to the entrepreneurship students. At the same time, local businesses benefit from the knowledge and advice provided. The Thomas Entrepreneurship Hub web site (<http://www.thethomashub.org>) provides details on the academic and entrepreneurial business consulting provided.

Brave Start Program

Director: Deana Johnson

Robin L. Snead, Amy Williams

The Brave Start Program (formerly College Opportunity Program) is designed to admit a limited number of students who meet most, but not all, of The University of North Carolina at Pembroke's regular admission standards. Students are selected on the basis of high school academic record, scholastic standing in the high school graduating class, and SAT or ACT scores (optional). The application for admission should be filed as early as possible. Students enroll in the summer prior to their freshman year in college.

Students enter the Brave Start Program based on recommendations from the Office of Undergraduate Admissions, and students enroll in courses designed to develop academic skills which will be necessary for their success at UNC Pembroke. In the Fall and Spring Semesters, the student is allowed to register for 15-16 hours of academic coursework. In addition, students meet regularly with Brave Start advisors for academic counseling as well as participate in special programs throughout the academic year. Students who meet the University's academic eligibility requirements and have successfully completed the Program (made a "C" or higher in ENG 1050 and ENG 1060) then continue at the University as other regularly admitted students.

Undergraduate Core Requirements

- Freshman Seminar
- General Education Objectives
- General Education Requirements
- Writing Intensive Program

Requirements and Options for a Baccalaureate Degree

Each student is responsible for proper completion of his or her academic program, for familiarity with the University of North Carolina Catalog, for maintaining the grade point average required, and for meeting all other degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

To earn a baccalaureate degree from the University of North Carolina at Pembroke, students must earn a minimum of 120 hours of course credit in a program of study that includes a Freshman Seminar (UNV 1000), required of all freshmen during their first 15 hours; a General Education program of 44 hours; a Writing Intensive Program of 9 hours; and at least one academic major. Detailed requirements for Freshman Seminar, General Education, and the Writing Intensive Program can be found in the links at the top of this page.

UNC Pembroke operates on the traditional two-semester system and offers an extensive summer program designed to permit the academic acceleration of regular university students and to serve the needs of public school teachers. Summer Session is divided into two terms.

Requirements for a Major

A major is a planned program of study of between 30-50 semester hours of course credit, exclusive of courses applied to satisfy General Education requirements. At least 15 hours of credit must be in courses numbered above 2999.

Detailed requirements for majors have been established by each department and can be found in the sections of this catalog describing undergraduate programs of study in the College of Arts and Sciences, the School of Business, the School of Education, and Entrepreneurship and Bachelor of Interdisciplinary Studies.

Requirements for a Double Major

A student may elect to earn majors in two separate disciplines on the condition that the student meets all requirements for each major. The student who completes requirements for more than one major will receive only one degree, but at the time of initial graduation, the record will indicate both majors.

Requirements for a Second Baccalaureate Degree

A student with a bachelor's degree may receive a second baccalaureate degree as long as the second degree is in a different major and by meeting the following requirements:

1. The student must meet all the requirements for the second degree and major.
2. The student must complete a minimum of 30 hours in residence beyond the requirement for the first degree. (A minimum of 150 hours is required.)
3. The student must meet with the major department chair to determine an individual education plan. This plan must be forwarded to the Registrar.

A student without a bachelor's degree may receive two different baccalaureate degrees by fulfilling the following requirements:

1. The student must meet all the requirements for one degree (primary major).
2. The student must complete a minimum of 30 unduplicated hours in a different major and a different degree (secondary major). (A minimum of 150 hours is required.)
3. The student must meet with both major department chairs to determine an individual education plan. This plan must be forwarded to the Registrar.

Special Programs and Interdisciplinary Programs

Students earning a baccalaureate degree may take advantage of one or more special programs. Aerospace Studies (Air Force ROTC), Military Science (Army ROTC), and Teacher Education are described under the School of Education. Other special programs are listed below.

Special Programs and Interdisciplinary Majors and Minors	
Maynor Honors College Bachelor of Interdisciplinary Studies Program Career Development Program Entrepreneurship Programs American Studies Minor African American Studies Minor Applied Gerontology Minor Asian Studies Minor British Studies Minor Gender Studies Minor	Hispanic Studies Minor Jewish and Middle Eastern Studies Minor Media Integration Studies Minor Non-Profit Leadership Minor Personnel & Organizational Leadership Minor Popular Religious Culture in America Minor Substance Abuse Minor Terrorism Studies Minor Writing, Interacting, and Networking (WIN) Program [formerly COP] World Studies Minor

Academic and Professional Concentrations

In addition to majors and minors, a number of departments offer academic or professional concentrations. Any concentration requires at least 18 semester hours, depending on departmental requirements. A student must have a minimum cumulative QPA of 2.0 in academic and professional concentration courses to receive credit for the concentration. Teacher Education majors subject to The University of North Carolina requirement for completion of a concentration in a basic academic discipline may select one of these academic or professional concentrations to fulfill that requirement or may choose to earn a second major of 30 hours in Philosophy and Religion. Any student may elect to complete an academic or professional concentration in addition to a major. Students considering academic or professional concentrations should consult the appropriate academic department in the College of Arts and Sciences, College of Health Sciences, and School of Education sections.

Academic/Professional Concentrations	
American Indian Studies Art Biology English Geography Geology History Mathematics	Music Physics Political Science Psychology Reading Sociology Spanish Special Education Teaching English as a Second Language

Requirements for a Minor

A recognized minor ordinarily consists of 18 to 21 semester hours of courses. With the approval of the department granting the minor, up to six hours of the courses counted toward a minor may be used to satisfy General Education, major requirements, or requirements of an additional minor. The award of a minor requires a minimum cumulative QPA of 2.0 in the minor and the formal approval of the department concerned. Successful completion of a minor will be noted on the student's official transcript. Student participation in minor programs will be optional. For more information on academic minors, including *interdisciplinary minors, see the appropriate academic departments in the College of Arts and Sciences, College of Health Sciences, School of Business, and School of Education sections.

Academic Minors		
*African American Studies American Indian Studies *American Studies *Applied Gerontology Art History *Asian Studies Biology *British Studies Broadcasting Business Administration Computer Science Creative Writing Criminal Justice Economics English *Entrepreneurship Finance French *Gender Studies Geography Geology Health Promotion	*Hispanic Studies History Information Technology International Sociology Jazz Studies *Jewish and Middle Eastern Studies Journalism Legal Studies Literature Management Marketing Mathematics Medical Sociology Music Music Business Musical Theatre *Media Integration Studies *Non-Profit Leadership *Personnel & Organizational Leadership Philosophy Philosophy & Religion	Physics Political Science *Popular Religious Culture in America Psychology Public Policy & Administration Public Relations Quantitative Economics Quantitative Finance Recreation Religion Professional Writing Sacred Music Social Welfare Sociology Spanish Speech Studio Art *Substance Abuse Sustainable Agriculture TESOL *Terrorism Studies Theatre *World Studies

Undergraduate Academic Policies

Requirements for Baccalaureate Graduation

- [Commencement](#)
- [Permission to Take a Course as a Visitor at Another University](#)
- [Course Load and Progress Toward Graduation](#)

Each student is responsible for proper completion of his or her academic program, for familiarity with the University of North Carolina Catalog, for maintaining the grade point average required, and for meeting all other degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Though appropriate UNCP faculty and staff make every effort to ensure that students register for the courses required by their chosen degree program, the ultimate responsibility for meeting graduation requirements lies with the individual student. Each candidate for graduation must meet all of the following requirements:

1. Have a minimum of 120 semester hours of course work in accordance with specific degree requirements, excluding ENG 0104, MAT 0104, EDN 0104, MUS 0106;
2. Have successfully completed the General Education Program;
3. Earn a grade of "C" (2.0) or better in both English composition courses, [ENG 1050](#) and [ENG 1060](#);

4. Have successfully completed a program for an academic major;
5. Have a minimum overall cumulative quality point average of 2.0 and have a minimum cumulative quality point average of 2.0 in all work attempted at the University of North Carolina at Pembroke;
6. Have a minimum overall cumulative quality point average of 2.0 in the major field of study;
7. Complete a minimum of 25% of semester credit hours applied toward the degree through regular enrollment in UNC Pembroke courses;
8. Complete a minimum of 9 semester hours above the General Education Program level in the major field of study at UNC Pembroke if the student transferred here (This does not contravene the minimum requirement of 15 total hours of 3000 or 4000 level courses in any major.);
9. Be registered during the academic year in which the student's graduation occurs;
10. Count no more than 3 semester hours of activity courses toward the credit hours required for graduation. Activity courses are defined as having: no regularly scheduled class meeting time, no well-defined instructional format, and no graded (A, B, C, D) work required. Excluded from this definition are [UNV 1000 \(Freshman Seminar\)](#) and supervised internship courses.
11. Count no more than 24 semester hours of correspondence and/or extension credit (with no more than 12 hours of correspondence from institutions recognized by an accepted institutional accreditors toward a degree, provided that such correspondence credit is approved by the Office of the Registrar and will not be applied to satisfy specifically stated course requirements in major programs) Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education recognized national accreditors which are not listed above may also be considered accepted institutional accreditors. (NOTE: Any student needing to take correspondence work after admission to study at UNC Pembroke may be permitted to do so only after obtaining formal approval from the student's academic advisor, from the Office of Academic Affairs, and from the Office of the Registrar.);
12. Meet the requirements of one catalog which were current at the time the student entered this institution or a subsequent catalog. Students will not be allowed to meet some of the requirements of one catalog and some of the requirements of another catalog;
13. Meet the requirements of the catalog in effect at time of readmission or those of a subsequent catalog if attendance is interrupted for more than one year (two semesters);
14. Make application for the degree a year in advance: by April 1st for the following year's spring or summer commencement and by November 1st for the following year's winter commencement when earned hours reach 75 (end of first semester of junior year).
 - a. Complete (including all required signatures) a Degree Application Form (available in the Office of the Registrar);
 - b. Pay a non-refundable graduation fee by the required date or an additional \$25 late filing fee will be charged;
 - c. If the candidate fails to meet this requirement as specified, the student must wait until the next commencement to receive his or her degree;
15. Satisfy all financial obligations to the University.
16. Students entering in Fall 2011 or later must complete 9 semester credit hours of Writing Enriched and Writing in the Discipline courses. One course must be a Writing in the Discipline course. These are designated by "WE" or "WD" on the course schedule.

All candidates are encouraged to complete a file in the Career Center.

Commencement

A student may complete graduation requirements at the end of fall, spring or summer session. A student who completes requirements in fall or spring is required to attend commencement at that time. A student who completes graduation at the close of the summer sessions will have the option of returning to participate in the Fall commencement or of receiving the diploma in absentia. If the student elects to receive the diploma in absentia, the student must submit to the Registrar one month prior to commencement a written request which indicates the address to which the diploma will be mailed. Regardless of when a student graduates, all diplomas will be mailed out six (6) weeks after commencement.

A student may participate in commencement exercises if he or she has met all the requirements for graduation. When commencement takes place before final grades are processed, a student

may participate in commencement if the Registrar has not been notified that the student will not meet all the requirements by the last day of exams. Graduation is solely dependent on the completion of degree requirements. Participation in commencement exercises does not imply graduation is imminent.

Permission to Take a Course as a Visitor at Another University or UNC On-Line

Students who wish to enroll in courses at other institutions to apply toward a degree at UNCP must adhere to the following policies:

1. Have written approval from their UNCP advisor.
2. Have written approval from their UNCP Department Chair if the course is part of their major curriculum.
3. Have written approval from the UNCP Registrar.
4. Be in good social standing.
5. Have an official transcript submitted to the UNCP Office of the Registrar immediately upon completion of the course.
6. Credit hours will transfer for courses in which the student earns a "C" or better. Grades earned at other institutions are not used to compute UNCP's quality point average.
7. Permission will not be granted to repeat a course at another institution. Students may elect to repeat any course if the original course and the repeat course are taken at UNCP.

Course Load and Progress Toward Graduation

Students are expected to enroll in at least 15-16 semester hours credit per term so that it is possible for them to graduate in four years (eight semesters). Full-time students must carry at least 12 semester hours each semester. The maximum load is 18 semester hours except as follows. Students who are on the Honors List may take up to 19 semester hours; students who are on the Chancellor's List may take up to 21 semester hours. Summer session students may carry no more than 3 semester hours during Maymester, no more than 7 semester hours during Summer I, and no more than 7 semester hours during Summer II. All course work counts toward student load whether the student is enrolled for credit or as an auditor at this or another institution

All undergraduate degree programs at UNCP require between 120-128 semester hours for graduation. In order to graduate in 4 years (8 semesters), it is necessary to take (and pass) 15-16 semester hours for 8 semesters. Students must work with their advisors and their major departments to ensure that they follow the scheduling sequence of required courses for their majors.

Academic Procedures and Policies

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- [Undergraduate Grading And Academic Eligibility](#)
 - [Academic Honors](#)
 - [Orientation and Academic Advising](#)
 - [Registration Procedures And Policies](#)
 - [Internships, Practica, And Independent Learning](#)
 - [Class Attendance Policies](#)
 - [Notice Concerning The Inspection and Release Of Student Records](#)
 - [Federal Family Educational Rights And Privacy Act \(FERPA\)](#)
 - [The University Of North Carolina At Pembroke Academic Honor Code](#)
-

Students are expected to learn the University requirements and regulations which are applicable to them, and are individually responsible for meeting all such requirements and regulations. *Before the close of each semester, the student is expected to discharge all financial obligations to the University. A student may not register for a new semester nor receive a degree, certificate, or transcript until all University bills*

are paid.

Undergraduate Grading And Academic Eligibility

Regulations concerning academic eligibility are subject to constant revision and change. In the event of a change all students will conform to the newer regulations.

Classification of Students

Regular students at UNCP are classified according to the number of semester hours they have earned in keeping with the following table:

Less than 30 hours-Freshman	60 to 89 hours-Junior
30 to 59 hours-Sophomore	90 hours to graduation-Senior

Grading System (Undergraduate)

Students may view their midterm and final grades on BraveWeb. Students needing a copy of their grades may print them from BraveWeb or request a transcript.

A letter grade and plus-minus system for evaluating academic performance is used for evaluating all undergraduate students. Each letter grade has a quality point value for each semester hour it represents. The hour and quality points are used in determining a student's grade point average for a semester's work and in averaging grades for all work completed to find a student's cumulative quality point average.

Academic eligibility for a student shall be determined by current regulations. The letter grades and quality points represented by each, as of 1 January 1989, are as follows:

A = 4.0	B = 2.7	D+ = 1.3	P = 0.0
A- = 3.7	C+ = 2.3	D = 1.0	I, IM = 0.0
B+ = 3.3	C = 2.0	D- = 0.7	T = 0.0
B = 3.0	C- = 1.7	F = 0.0	W, WX, WM, or AU = 0.0

The "P" grade is earned in designated courses and carries semester hours credit. However, the hours are not counted in quality hours. Quality hours are the hours used in figuring quality point averages.

The "I," or incomplete grade, is given when a student is unable to complete required work because of an unavoidable circumstance such as illness. It is not to be given to enable a student to do additional work to improve a grade. Assigning the "I" grade is at the discretion of the individual instructor. It is the student's responsibility to request the "I" grade. Generally, the student will have completed most of the work required for the course before the "I" grade is requested. An incomplete must be removed within one semester (excluding summer term) or it will automatically be converted to a grade of "F" by the University Registrar. An "I" grade will not count toward the determination of quality hours and quality point averages and does not fulfill prerequisite requirements.

The "IM," or the military incomplete grade, is assigned for incompletes to students called to active military duty. The "IM" grade is given when students are deployed for active military duty assignments during an academic term and will be unable to complete coursework for the term through an alternative format. It is not given to enable a student to do additional work to improve a grade. The "IM" grade can be assigned with instructor approval if deployment occurs after 60% of

the course (e.g. nine weeks of the fall or spring semester) has been completed for the academic term. If deployment occurs after 80% of the course (e.g. twelve weeks of the fall or spring semester) has been completed for the academic term, active duty military students are guaranteed the option of an "IM" if they so choose. The IM grade must be removed within three years of returning from deployment or the grade will convert to a "WM." See below for more information on the "WM" grade. The "IM" grade will not count toward the determination of quality hours and quality point averages. An "IM" does not fulfill prerequisite requirements. It is the student's responsibility to request the "IM" grade. Refer to the Registrar's webpage at www.uncp.edu/registrar for more information about applying for the "IM."

The "T," grade pending, is given only for Esther G. Maynor Honors College courses until the thesis or project is completed.

The "W" grade is assigned when a student withdraws from a course during the designated drop-add period; the "WX" grade is assigned when special permission is granted to withdraw (see below, for withdrawal process). When a student receives a "W" or "WX" grade, the grade is recorded, but the semester hours attempted are not counted as quality hours.

The "WM," or the military withdrawal grade, is assigned for withdrawals of students called to active military duty during the course of an academic term. The "WM" grade is given when students are deployed for active military duty assignments during the term and will be unable to complete coursework for the term through an alternative format. While students who are deployed on active military duty assignments can opt for the "WM" grade at any point during the term, the "WM" grade will be assigned if deployment occurs before 60% of the course (e.g. nine weeks of the fall or spring semester) has been completed for the academic term and an alternative format for the course (such as moving to an online section) is not available. When a student receives a "WM" grade, the grade is recorded, but the semester hours attempted are not counted as quality hours. Refer to the Registrar's webpage at www.uncp.edu/registrar for more information about applying for the "WM."

Audited classes are listed on the permanent record. They are designated by the letters "AU." The AU's and W's will be listed as attempted hours, but not as quality hours for figuring quality point averages.

Quality Point Average and Scholastic Standing

Scholastic standing at UNC Pembroke is based on the quality point average. To figure quality point average, multiply the number of quality hours (attempted hours minus P credits, AU's and W's) assigned to each course by the number of quality points received, add the quality points received for all courses, and divide by the number of quality hours.

Example:

Course	Final Course Grade	Quality Hours	x	Quality Points	=	Quality Points Earned
Course A	C+	3	x	2.3	=	6.9
Course B	B-	3	x	2.7	=	8.1
Course C	A	1	x	4.0	=	4.0
Course D	P	0*	x	0.0	=	0.0
Course E	F	1	x	0.0	=	0.0
Course F	B	3	x	3.0	=	9.0
Course G	A-	3	x	3.7	=	11.1

Course H	I	0	x	0.0	=	0.0	
		Total				Total	
		Quality Hrs.				Quality	
		14				Pts. 39.1	
		Quality Point Average = 39.1 divided by 14 = 2.793					

*A grade of P counts as hours earned but not as quality hours and is computed as 0 hours in figuring quality point averages.

A cumulative quality point average is obtained by including only the quality hours and quality points received from UNCP.

Academic Standing

A student's academic standing during any term is determined by the cumulative grade point average (GPA) earned on the total quality hours. To be in good standing, a cumulative GPA of 2.0 and a 67% or greater earned-to-attempted pass rate must be maintained. Individuals with less than a cumulative 2.0 GPA are placed on either probation or suspension. Individuals with less than a 67% earned-to-attempted pass rate are placed on progress warning.

Students are advised of their academic status at the end of every regular semester via email, Braveweb, and mail sent to their address on record. It is the student's responsibility to know his or her academic standing status and to ensure that an accurate mailing address is on file with the Registrar.

Progress Warning

A student is placed on Progress Warning when his or her pass rate falls below 67% but the cumulative GPA is 2.0 or higher. The pass rate is calculated by dividing the number of earned hours by the number of hours attempted at UNCP. Students on Progress Warning are not in good standing and will be advised of their status each semester until their pass rate reaches 67%.

Academic Probation

Students are placed on Academic Probation when their cumulative GPA falls below 2.0. Students on academic probation are eligible to attend the University while carrying a cumulative grade point average below 2.0 under specified provisions but are not in good standing.

Students on probation have two semesters to improve their academic performance. If a student takes a leave of absence after one semester of probation, her or she would still be under probation for one semester after returning. Enrollment for the probationary term may be limited to a maximum of 13 semester hours, and students must participate in the services for probationary students offered through the Center for Student Success (CSS). This is a mandatory requirement. Failure to participate in CSS services will result in immediate Academic Dismissal at the end of the semester. Students should refer to the CSS website for more information on these services.

By the end of the second probationary semester, students must achieve one of the following:

1. Raise the cumulative GPA to a minimum of 2.0, or
2. Earn a minimum GPA of 2.3 for the second probationary semester.

Students who earn a 2.0-2.299 GPA in the second probationary semester are eligible and have

the option to appeal (see Suspension Appeals). If the appeal is approved, the student will forfeit the one semester suspension and will be allowed to continue on probation for two additional semesters. Refer to the section on Academic Suspension for more information. To return to good standing, a student must have a cumulative GPA of 2.0 or better. A probationary student who has earned a semester GPA of 2.3 but who has not achieved a cumulative GPA of 2.0 is continued on probation.

Academic Suspension

If a student does not meet the above GPA requirement(s) during the second probationary semester, he/she will be suspended for one semester. After the suspension semester, the student must successfully appeal (see Suspension Appeals) before applying for readmission. If approved for readmission by the Suspension Appeals Committee, the student will be readmitted to the University for two additional semesters (Fall or Spring) on academic probation. Failure to meet the GPA requirements at the end of the fourth semester on probation will result in Academic Dismissal from the University.

Academic Dismissal

Academic Dismissal will occur when a student fails to satisfy all of the probation requirements after returning from suspension. Students who are placed on Academic Dismissal are ineligible to enroll at UNCP for two years. After the two-year dismissal, the student must successfully appeal (see Suspension Appeals) before applying for readmission. Upon return from Academic Dismissal, the student will be on Academic Probation. Failure to meet the probation requirements will result in Academic Dismissal.

Suspension Appeals after Completing Mandatory Suspension or Academic Dismissal

A student who wishes to be readmitted after an academic suspension or dismissal must appeal to the Suspension Appeals Committee. Specific deadlines for each term can be found on the Web sites of the Center for Student Success (CSS) and the office of Financial Aid.

Appeals are coordinated by the staff of the Center for Student Success (CSS). Individuals wishing to appeal a suspension should contact CSS to schedule a meeting with a counselor to develop an appeals packet. Complete appeals packets include, at a minimum, a letter of appeal, a Success Contract, supporting documents of personal/medical reasons for performance, and a statement of strategies/support programs that will be utilized during the semester to attain good academic standing status. No appeals will be heard if received after the deadline, and the decision of the Suspension Appeals Committee is final. .

Students whose appeal has been denied may not appeal again unless there has been a material change to their academic record. Students whose appeal has been approved must participate in the Center for Student Success services for students on probation. Failure to participate will result in immediate Academic Dismissal at the end of the semester.

Academic Honors

Graduation With Honors

Graduating seniors may be considered for honors if they have earned a Quality Point Average (QPA) of at least 3.4 for 45 semester hours of course work in residence at UNCP. All course work attempted (including quality hours from other institutions and repeated hours) will be included in the calculation of the cumulative QPA for determining the particular honors designation awarded. Students who attain a cumulative QPA of 3.85 or higher are graduated *summa cum laude*. Those who achieve a minimum cumulative QPA of 3.7 are graduated *magna cum laude* and students whose cumulative QPA is at least 3.4 are graduated *cum laude*.

Students who achieve the hours and the QPA requirement at the beginning of the last semester of their senior year will be recognized at commencement. The final assessment is done after graduation and honors are pending for all students until this is completed. The honors designation will appear on the student's diploma and transcript.

Honors/Chancellor's List

Students are eligible for Honors List if they achieve a minimum semester quality point average of 3.2 while passing at least 12 semester hours of course work; none of the 12 hours may be Pass/Fail.

Students are eligible for Chancellor's List if they achieve a minimum semester quality point average of 3.7 while passing at least 12 semester hours of course work; none of the 12 hours may be Pass/Fail.

Orientation and Academic Advising

New Student Orientation

The Center for Student Success offers several programs during the spring and summer of each year to acquaint new students and family members with the academic, co-curricular, and social opportunities offered at the University. These programs are designed to ease the transition of incoming students and their family members to UNC Pembroke. All students are required to complete a New Student Orientation session. In addition, freshman students are required to attend the Welcome Week in August.

Students are not required to test for placement in English and Math. Students are placed into the appropriate English course based on SAT score, ACT score, or high school experience. Students are placed into the appropriate math course by major and test scores. Students who wish to begin in **MAT 2210, Calculus I**, can request a placement test from the math department to show that they can meet the expectations of the course.

Academic Advising

All new students classified as freshmen are advised by the staff of the Center for Student Success when registering for first semester courses, after which time they will be assigned a professional advisor in the Center for Student Success for their first two to three semesters (except for students

majoring in Art/Art Education and Music/Music Education). Professional advisors are assigned based on a student's major. . As soon as a student completes the appropriate academic milestone(s) for the chosen major, the student should take a Declaration of Major form to the department chair to be assigned a faculty member in the student's major as the new advisor. The student obtains the signature of the new advisor and submits the form to the Office of the Registrar in Lumbee Hall.

The advisor's role is to assist the student in planning a suitable academic program and to maintain a record of progress during the student's college career. The advisor also provides information and guidance regarding UNC Pembroke policies and procedures. **However, the final responsibility for meeting all academic program requirements lies with the student.** The Center for Student Success serves as a resource center for students who may wish to seek additional academic help, and faculty members may refer students to the Center.

Registration Procedures And Policies

Registration

Each student must complete registration online. No student is considered to be officially registered until the student has completed registration as outlined below. Students who fail to complete registration as prescribed will have their names dropped from all class rolls. If these students subsequently request to register, they must follow registration procedures just as if they had not started registration before.

The advisor's role is to assist the student in planning a suitable academic program. However, the student is responsible for following all applicable academic regulations. This includes general education requirements, prerequisites, and major/minor requirements. Students are individually responsible for all course registrations and for completing the requirements for graduation. The Office of the Registrar will drop students who register for courses without following departmental or University regulations. The University has a two-phase registration system: the early or pre-registration phase and the regular registration phase.

Students currently enrolled at The University of North Carolina at Pembroke may complete their registration by: (1) consulting with their advisor during the designated early registration period, (2) obtaining the personal identification number (PIN) from the advisor and preparing their class schedule for the next semester, (3) registering for the approved course work online, and (4) paying tuition and fees to the Cashier's Office.

Students returning after an absence of one semester may complete their registration by: (1) consulting with their advisor during the designated registration period, (2) obtaining a PIN and preparing their class schedule for the semester, (3) registering for the approved course work online, and (4) paying tuition and fees at the Cashier's Office.

Students who have not returned to the University in two semesters (one academic year), need to apply for readmission to the University. Please see Re-Enrolling Students in the Undergraduate Admissions section of the Catalog. Students who are in good academic standing with the University maintain an active enrollment status for two semesters (one academic year).

Adding, Dropping, and Withdrawing from Courses

The adding and dropping of courses during open registration can be done online for current students through BraveWeb. New freshmen students will need to see their University College advisor to request changes to their schedule. After the drop/add period, students can add a course by completing a Late Add form. The Late Add form will need to be submitted to the Office of the Registrar for processing (form must have all necessary signatures before it will be processed).

A student may withdraw from a course after the drop/add period through the last day to withdrawal from a class (see academic calendar for dates). Students will receive a W grade. The Course Withdrawal form is available online, and in Brave Central. The Course Withdrawal form must be completed and submitted to the Office of the Registrar for processing (form must have all necessary signatures before it will be processed). Students entering UNCP will have the option of withdrawing from a maximum of 16 semester hours of coursework.

The Associate Vice Chancellor for Enrollment may approve withdrawal from a course or courses at any time without academic penalty if serious extenuating circumstances, such as serious illness, exist. Unsatisfactory academic performance does not by itself constitute an extenuating circumstance. As soon as possible, the student petitioning to withdraw from a course due to extenuating circumstances must meet with the Associate Vice Chancellor for Enrollment, present the appropriate medical or legal documentation, and complete the necessary forms. Withdrawal under these circumstances will not count toward a student's career withdrawal limit. Approved requests receive a grade of WX. In addition, the following conditions apply:

- i. a WX will be recorded on the transcript;
- ii. the course(s) will count as attempted hours;
- iii. the course(s) will not count in GPA calculation;
- iv. the course(s) are subject to all Financial Aid and SAP rules and calculations.

Students denied a request for the grade of WX may appeal to the Provost or designee whose decision will be final.

Withdrawal from the University

Up to the last day to receive a W in a course, a student may complete an Undergraduate Withdrawal Application, available on the Office of the Registrar webpage at www.uncp.edu/registrar. The student should get the required signatures and submit the form to the Office of the Registrar for processing. Students are encouraged to discuss financial implications with a Brave Central Counselor. After the last day to withdrawal from a course, or if the student wishes to withdraw on time with grades of WX, the Associate Vice Chancellor for Enrollment approves withdrawal from the University without academic penalty only when unusual and documentable circumstances warrant. Unsatisfactory academic performance does not by itself meet the requirement. As soon as possible, the student petitioning to withdraw from the University must meet with the Associate Vice Chancellor for Enrollment, present the appropriate medical or legal documentation, and complete the necessary forms. Withdrawal under these circumstances will not count toward a student's career withdrawal limit. In addition, the following conditions apply:

- i. a WX will be recorded on the transcript;
- ii. the course(s) will count as attempted hours;
- iii. the course(s) will not count in GPA calculation;
- iv. the course(s) are subject to all Financial Aid and SAP rules and calculations.

Students denied a request for the grade of WX may appeal to the Provost or designee whose decision will be final.

Students who stop attending classes without completing the withdrawal procedure ordinarily receive an F in courses for which they are registered.

Repetition of Course Work

A student who wishes to repeat a course must adhere to the following policies:

1. The original course and the repeat course must be taken at UNCP, unless the repeat course satisfied the requirements of a conferred AA or AS under the Comprehensive Articulation Agreement or AFA under the Uniform Articulation Agreement.
2. The course being repeated must be the same course taken previously; no substitutions are allowed.
3. Students may repeat a course twice. Exceptions to this limit require approval of the chair of the department offering the course and the appropriate dean.
4. All grades received in courses repeated will be used to compute the quality point average, unless the student elects to use a grade replacement (see "Grade Replacement Policy" below).
5. A student will receive credit (earned hours) for a course one time, and highest grade will be used in meeting graduation requirements.

Grade Replacement Policy

Note: Visit the UNCP website for Repetition of Course Work Policies prior to Fall 2018

1. A student must follow all regulations regarding repetition of course work.
2. Some courses may be taken more than once for full credit; these courses are not eligible for grade replacement.
3. The semester hours and quality points in courses repeated are counted only once, and the highest grade and the quality points corresponding to the highest grade are used in computing the quality point average and meeting graduation requirements.
4. Students will have the option of replacing a maximum of 16 credit hours with improved grades earned by repeating courses.
5. The credit hours associated with each repeated course will count toward the cumulative replacement hours.
6. Students transferring or readmitted to UNCP may replace grades for courses taken at UNCP for a maximum number of hours as determined by the scale below, which is based on the number of hours accepted for transfer or readmission.

Transfer Hours	Maximum Hours for Replacement
0-59 hours	16
60 or more hours	13
Candidate for Second Bachelor's degree	13

7. The student must secure a form from the Office of the Registrar and indicate in writing which course grades are to be replaced for computation of the quality point average. The form designating specific course grade replacements will be maintained on permanent file in the Office of the Registrar.

8. Decisions for course grade replacement are irrevocable.
9. All entries remain a part of the student's permanent record.

Internships, Practica, And Independent Learning

Internships, practica, and other external learning experiences provide opportunities for students to earn academic credit for approved work or research programs in cooperating business-government, or education organizations. The internships, which are of one-term duration, are open to qualified junior or senior students with the approval of the department chairman.

All internships, practica, and other external learning experiences are supervised by UNC Pembroke faculty, who also assign grades in the courses.

Experiential Learning and Cooperative Education

Practical work experience is very important in today's world. Students at UNC Pembroke may elect to get some practical work experience which is related to their program major (or minor) through several practical work experiences.

a. Experiential Learning Program: Experiential Learning is a working-and-learning arrangement. The student negotiates a proposal in some area of interest to the student. Negotiation involves the student, the University, and an organization (business, agency, etc.) where the student plans to work. Experiential Learning is available through academic departments and requires approval of the chairman.

The following regulations govern the offerings of Experiential Learning:

1. The Experiential Learning Program consists largely of Experiential Learning I and Experiential Learning II. A student must take the courses in numerical order. They cannot be taken concurrently.
2. The amount of credit that can be earned in Experiential Learning I and II varies from one to three semester hours in each course, and is jointly determined by the student and the student's major advisor on the basis of what the student contracts to do.
3. To be eligible for enrollment in Experiential Learning I or II, a student must:
 - a. have declared for a major program in a department which provides its students with practical work experience through Experiential Learning I and II;
 - b. be classified as a junior or senior;
 - c. have an overall cumulative quality point average of at least 2.0;
 - d. have the written recommendation and approval of the major department chairman and the major advisor.
4. Each eligible student who registers for Experiential Learning I or II is required to sign and carry out a written work-learning contract jointly developed by the student, the student's advisor, and the organization providing the practical work experience which states:
 - a. what the student is to do, what the major advisor is to do, and what the organization is to do;
 - b. the number of semester hours the students will earn in completing the contract;
 - c. that credit will be earned only if all of the contracted work is completed with a contract period of one-semester or term of summer session;
5. Eligible students are allowed to use not more than a total of six semester hours credit in Experiential Learning I and II in meeting the 128 semester hours minimum requirement for the degree.

b. Cooperative Education Program: Cooperative Education is an arrangement whereby UNC Pembroke cooperates with an outside business or agency to help a student directly explore a career-related field as an integral part of the educational program. The program allows participating students to alternate full-time work and on-campus study as complementary educational experiences while pursuing an academic degree program. To be eligible, a student must have completed a minimum of 30 semester hours and normally must have earned a cumulative QPA of 2.0 or above.

Participants typically receive pay, and academic credit may be awarded if approved by the department chair, the Academic Affairs office, and the Registrar. Cooperative Education is coordinated by the Career Center.

Independent Study

A student who wishes to enroll in an Independent Study Course in any department must: (1) meet the requirements established by the department for Independent Study and (2) submit a written Request for Independent Study to the department chair. The Request for Independent Study must include a complete description of the Independent Study Project and a schedule for submission of the Project. The Request must be approved by (1) the professor supervising the Independent Study Project and (2) the department chair. A student may elect to work for one, two, or three semester hours of credit.

Upon completion of the Independent Study Project, the student must submit the Project to the supervising professor. The supervising professor will evaluate the Project and assign a grade. A copy of the Project will be submitted to the department chair, who will keep it on file.

Departments permitting Independent Study Projects will have written guidelines setting out the requirements for Independent Study. Supervision of Independent Study Projects by faculty is voluntary.

Class Attendance Policies

Students are expected to attend class, be prepared for engaged learning, and be aware of the policies outlined in every course syllabus. Professors and instructors should communicate clear expectations regarding attendance, participation, and make-up of any missed exams and assignments. These expectations should be included in the written course syllabus and explained during the first day of each semester. If a student is not in attendance on the first day of class and the instructor is not contacted to explain the absence within 24 hours of the class, that student may, at the discretion of the faculty member, be dropped; attendance equivalents for online students listed below.

Professors and instructors teaching general education courses will keep accurate attendance records and notify the Center for Student Success when a student's attendance patterns become counterproductive to academic progress. Excessive absences may result in course failure, and any student who does not attend any class can be administratively withdrawn by the university. Faculty and staff are encouraged to offer reasonable accommodations to students with documented illnesses, family or medical emergencies, bereavement, or official legal proceedings.

If a student is representing the university in an official capacity (e.g., academic conference, student government, course field trips, service-learning activities, ROTC events, athletics, band), it is recommended that the faculty member in charge of the course excuse the absence, for up to 15% of class sessions and, when it is feasible, allow the student to make up the missed work. However, the final decision on whether to excuse an absence rests with the faculty member.

It remains the responsibility of the student to communicate accurately and regularly with the professor or instructor about missed classes due to any reason, including for university-sanctioned events. During the first week of each semester, students shall provide official documentation of

proposed university-sanctioned events that will result in excused absences, unless such notice is impracticable (e.g., rescheduled events). Prior written documentation shall be provided for each excused absence unless extenuating circumstances arise.

When the University is officially closed, no student can be counted absent, even if the instructor holds class. Any course-related material will be made available in some form by the instructor.

Faculty teaching an online course should require completion of an assignment of the faculty's choosing (e.g. syllabus quiz, personal introduction, email to the instructor, discussion board post, etc.) that requires active student participation (beyond logging in to the course management system) within the roster verification period.

Notice Concerning The Inspection and Release Of Student Records

The University of North Carolina at Pembroke complies with all provisions of the Family Educational Rights and Privacy Act of 1974. The full statement of the University's policy is available in the Office of the Registrar located in Lumbee Hall. With some exceptions, students have the right to inspect and to challenge the contents of their education records. Access to academic records is coordinated through the Office of the Registrar. Students wishing to inspect their records should contact the Registrar in Lumbee Hall between the hours of 8:00 a.m. and 5:00 p.m. Monday - Friday, while the University is in session.

The University routinely releases to the public so-called Directory Information, as follows: the student's name, address, telephone listing, electronic mail address, major field of study, participation in officially recognized activities and sports, weight and height of athletic teams, dates of attendance, degrees and awards received, and previous educational agency or institution attended by the student. Any student who wishes to have the above Directory Information withheld must complete and sign a request in the Registrar's Office. The consent for non-disclosure will remain on the student's record until the student signs consent to lift the confidential status hold.

Federal Family Educational Rights And Privacy Act (FERPA):

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

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

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

The policies of The University of North Carolina General Administration concerning FERPA may be inspected in the office at each constituent institution designated to maintain the FERPA policies of the institution. Policies of General Administration may also be accessed in the Office of the Secretary of The University of North Carolina, General Administration, 910 Raleigh Road, Chapel Hill, NC.

Further details about FERPA and FERPA procedures at General Administration are to be found in the referenced policies. Questions about the policies may be directed to Legal Section, Office of the President, The University of North Carolina, General Administration, Annex Building, 910 Raleigh Road, Chapel Hill, NC (mailing address P.O. Box 2688, Chapel Hill, NC 27515-2688; tel: 919-962- 4588). Edition 5/97

The University Of North Carolina At Pembroke Academic Honor Code

By accepting admission to The University of North Carolina at Pembroke, each student also accepts the standards of conduct, both in the classroom and outside it, of the UNCP community. One of the most important of these standards is academic honesty. Students are expected to know what the Academic Honor Code says and to apply the provisions of that Code to their conduct at the University.

This catalog reflects the UNCP Academic Honor Code in effect on the date the catalog was published. It is possible that changes to the policy may be made during the 2016-17 academic year. Use the following link for the most current version of the UNCP Academic Honor Code: <http://www.uncp.edu/about-uncp/administration/policies-and-regulations/all-policies/pol-020505-academic-honor-code-policy>

1. STATEMENT OF PRINCIPLES

1.1 Academic honor and integrity are essential to the existence of a university community. If high standards of honesty are not maintained by everyone, the entire community and society itself suffer. Maintaining standards of academic honesty and integrity is ultimately the formal responsibility of the instructional faculty. Therefore, when any academic dishonesty is suspected, a faculty member has the responsibility to, and must, follow the policies and procedures of the UNCP Academic Honor Code.

1.2 Students are important members of the academic community. As responsible citizens of the UNCP community, students are obligated to uphold basic standards of honesty and to actively encourage others to respect and maintain those standards. Allowing academic dishonesty is just as dishonest as committing a dishonest act oneself.

1.3 The Academic Honor Code applies to both undergraduate and graduate students who attend the University of North Carolina at Pembroke.

2. ACTS THAT VIOLATE THE ACADEMIC HONOR CODE

2.1 While specific violations may take many forms, the general categories of acts that violate the Academic Honor Code are as follows:

2.1.a. Cheating. Cheating means the use of or attempted use of unauthorized materials and methods (notes, books, electronic information, submission of work composed by another entity, telephonic or other forms of communication, or other sources or methods) in any academic exercise, whether graded or otherwise. This definition includes both giving unauthorized information (in either oral or written form) and receiving such information during any academic exercise, whether graded or otherwise.

2.1.b. Plagiarism. Plagiarism is defined as the representation of another's words, thoughts, creative works, images or ideas as one's own without proper attribution in connection with submission of academic work, whether graded or otherwise.

2.1.c. Fabrication and falsification. Fabrication and falsification is defined as the alteration, invention or citation of any information or material in any academic exercise, whether graded or otherwise. Falsification is a matter of altering information or material, while fabrication is a matter of inventing or counterfeiting information or material for use in any academic exercise, whether graded or otherwise.

2.1.d. Abuse of Academic Materials. Abuse of Academic Materials is defined as the destruction, defacement, stealing, altering, or making inaccessible library or other academic material.

2.1.e. Complicity in Academic Dishonesty. Complicity means knowingly helping or attempting to help another person to commit any act of academic dishonesty. For example, complicity would include allowing another student to look at test answers or to copy a paper. Simply stated, don't help someone else be dishonest.

3. PENALTIES FOR VIOLATIONS OF THE ACADEMIC HONOR CODE

3.1 The UNCP community takes the Academic Honor Code very seriously. Consequently, violations may lead to severe penalties. All acts of academic dishonesty violate standards essential to the existence of an academic community. Some first offenses are properly handled and penalties determined by the faculty member teaching the specific course in which they occur. The faculty member must use the settlement procedure described below to handle such an offense.

3.2 Penalties which individual faculty members may impose are limited to the following:

3.2.a. a formal written warning or reprimand;

3.2.b. a reduced grade (including F) for the assignment;

3.2.c. a reduced grade (including F) for the entire course; and

3.2.d. supplemental educational assignment(s) in conjunction with the penalties above.

3.2.1 In all cases, whatever the penalty, a signed Settlement of a Violation of the Academic Honor Code form will be kept for ten years in the Office of Student Conduct. When submitting the form to the Office of Student Conduct, all information on the form must be completed in its entirety as well as signed by both the faculty member and the student. The purpose of this record-keeping is to deter students from repeating offenses and to maintain continuity of recordkeeping regarding academic misconduct. A second purpose is to be sure students who violate the Academic Honor Code a second time are appropriately adjudicated.

3.3 The Conduct Hearing Board (CHB) handles all second offenses, some more serious first offenses, and any charges that the student feels are unfounded. In addition to any of the penalties available to an individual faculty member, the CHB may implement educational sanctions (i.e. educational courses on academic integrity, referral to academic support services, referral to counseling, etc.) suspend the student from the university for a designated period of time, (one semester, one year, etc.) or dismiss the student from the university.

3.4 Several factors are considered in determining what penalty to impose for a violation of the Academic Honor Code. Those factors include:

3.4.a. the nature and seriousness of the offense;

3.4.b. the injury or damage resulting from the violation;

3.4.c. the student's prior disciplinary record; and

3.4.d. the student's attitude and behavior after the violation was committed.

4. PROCEDURES FOR HANDLING CHARGES OF VIOLATIONS

4.1 If the faculty member responsible for a course obtains evidence, either directly or through information supplied by others, that a student may have violated the Academic Honor Code, the faculty member has a duty to investigate and document the incident by collecting whatever relevant information is available.

4.2 If the faculty member decides that the information is sufficient to support a charge against the student, the faculty member is to contact the director of student conduct, who will determine from the records of past violations whether the student in question has previously admitted to, or been found responsible in a previous case of, an Academic Honor Code violation.

4.3 If the suspected violation would be a second offense, the faculty member must take the case to the CHB. If the charge would be a first offense and the faculty member believes that a penalty no greater than F in the course would be appropriate, the charge may be settled between the faculty member and the student (as described below), with the settlement form signed and filed with the Office of Student Conduct . If the suspected violation would be a first offense, but one for which the faculty member considers the appropriate penalty to be more severe than F in the course, the case must be brought to the Office of Student Conduct for referral to the CHB.

4.4 Once a student has received notice that he or she is alleged to have violated the Academic Honor Code and has been notified of the allegation, he or she may not withdraw from the course or the university in order to avoid the penalty.

5. SETTLEMENT PROCEDURE TO BE USED BY INDIVIDUAL FACULTY MEMBERS

5.1 The faculty member should meet via phone, email, video conferencing, or in person with the student suspected of violating the Academic Honor Code, present the evidence of the violation, and request an explanation from the student. After hearing the explanation, if the faculty member decides that a violation has occurred, he or she fills out and signs the Settlement of a Violation of the Academic Honor Code form, which is available to all faculty members online or in hard copy through the Office of Student Conduct. The faculty member indicates the nature of the violation and the penalty to be applied, and then gives a copy of the form to the student. After receiving the form, the student has three (3) calendar days to consider and seek advice on whether to admit responsibility and accept the penalty by signing the form.

5.2 If the student agrees to sign, admitting responsibility and accepts the penalty proposed, he or she does so in the presence of the faculty member or email communication with the faculty member. The faculty member then imposes the penalty. The faculty member will then make two (2) copies of the signed form. The faculty member will provide one copy to the student and keep one copy for their files. The faculty member will send the original signed settlement form to the director of student conduct, who keeps a record of first offenses for ten years, and thus the matter is ended. If the student decides not to admit responsibility or not to accept the penalty, the faculty member must take the case to the Office of Student Conduct for the incident to be referred to the CHB, if any penalty is to be imposed.

6. CONDUCT HEARING BOARD

6.1 Composition of the CHB is as follows:

6.1.a. a minimum of five (5) students recommended by the president of the student body, and/or interested students may be recommended by university departments, or interested students may apply to the Office of Student Conduct for selection for consideration by the chancellor. Students that are recommended and/or selected will be appointed by the chancellor;

6.1.b. a minimum of five (5) faculty members recommended by the faculty senate chairperson and appointed by the chancellor;

6.1.c. a minimum of five (5) administrative members recommended by the vice chancellor for student affairs and appointed by the chancellor.

6.2. Hearings follow procedures outlined in the UNCP Student Handbook, Chapter IV., Rights and Responsibilities. The CHB will judge the student as responsible or not responsible of the charges contained in the form submitted by the faculty member. The faculty member who has submitted the violation will provide information to the CHB to support his/her position. The student who has been charged with a violation may provide information to the CHB to support his/her position. Members of the CHB may question either the student or the faculty member or both and may ask for additional materials as they see fit to do so. In a closed session, the CHB will come to a conclusion about the validity of the charges.

6.3 If the student charged with a violation of the Academic Honor Code is found not responsible, the CHB prepares a written report of the case and sends it to the director of student conduct, who will maintain a confidential file of materials related to the case. No part of the file becomes part of the student's disciplinary record. The case is closed and no penalty may be imposed.

6.4 If a student is found responsible of violating the Academic Honor Code, the CHB will determine an appropriate penalty. Both the student and faculty member who submitted the violation may give evidence and make statements concerning the appropriate penalties to be imposed. The director of student conduct will supply the student's previous academic honor code disciplinary record (if any) to the CHB.

6.5 After hearing the evidence on the appropriate penalty, the CHB will determine the penalty, and prepare a written report to the student and the director of student conduct. The director of student conduct notifies the faculty member and the provost and vice chancellor for academic affairs of the contents of that report. If the CHB decides that a penalty of a grade of F in the course (or one less severe) is appropriate, the faculty member imposes that penalty and no other penalty. If a more severe penalty is deemed appropriate, the director of student conduct

implements the penalty indicated in the report. The student will be notified by the director of student conduct within five (5) days of the CHB's determination of penalty.

7. CONDUCT APPEAL BOARD

7.1 If the CHB has found a student responsible of violating the Academic Honor Code, the student has the right to appeal that decision. If the student does not file a notice of appeal, the decision of the CHB will be final.

7.2 In order for a student to appeal a determination of the CHB in an Academic Honor Code violation, the student must contact the Office of Student Conduct to complete the "Request for Appellate Consideration" form. A student must submit the "Request for Appellate Consideration" form within five (5) calendar days to the director of student conduct. The director of student conduct will deliver the request as well as all related materials to the Conduct Appeal Board.

7.3 The composition of the Conduct Appeal Board and its powers are in Chapter IV., Rights and Responsibilities. For Academic Honor Code violations and their appeals, the provost and vice chancellor for academic affairs (or his or her designee) will represent the vice chancellor for student affairs.

7.3.1 All charges for alleged Academic Honor Code violations occurring one week prior to exams and going through exam week and during summer sessions will be heard by the administrative hearing officer. Appeals will be directed solely to the provost and vice chancellor for academic affairs or his or her designee.

8. WHAT TO EXPECT FROM FACULTY

8.1 Faculty members have been instructed that they should outline their expectations pertaining to the Academic Honor Code at the beginning of each course. Students should be aware that some faculty members authorize or prohibit specific forms of student conduct which are unique to their courses or disciplines. All faculty members should refer students to the Academic Honor Code which is published in the UNCP Student Handbook. Further, faculty members have been advised to include the following statement in all course syllabi:

8.1.a Student Academic Honor Code. Students have the responsibility to know and observe the UNCP Academic Honor Code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of information, and complicity in academic dishonesty. Any special requirements or permission regarding academic honesty in this course will be provided to students in writing at the beginning of the course, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be dismissed from the university. The normal penalty for a first offense is an F in the course. Standards of academic honor will be enforced in this course. Students are expected to report cases of academic dishonesty to the instructor.

8.2 In general, faculty members should, and will, take preventive measures to avoid cases of academic dishonesty (for example, examinations should be carefully proctored). However, a faculty member's failure to take such measures is no excuse for academic dishonesty. Academic honesty and integrity, in the final analysis, are matters of personal honesty and individual integrity on the part of every student.

Undergraduate Admissions

The University of North Carolina at Pembroke is committed to the recruitment of a diverse, achievement-oriented, and socially responsible student body that will enrich the intellectual, cultural, and social community of the University and the community at large. UNC Pembroke welcomes applications from persons who have earned a high school diploma or its equivalent and whose academic preparation and aptitude predict success in higher education. No single consideration dictates admission decisions; instead, numerous factors and their relationships to one another enter in such decisions. All applicants demonstrating that they can profit from and succeed in undergraduate studies qualify for admission to the University.

Any student who supplies false or misleading information or conceals pertinent facts in order to secure admission to UNC Pembroke may be denied admission or, if admitted, may be immediately dismissed from the University. Such a student may be ineligible to receive any credit from the University.

Qualified applicants are admitted in the following categories:

1. New Freshmen
2. Transfer Students
3. Re-Enrolling Students
4. Special Readmission Students
5. International Students
6. Special Students
 - a. Enrichment (Non-degree)
 - b. Teacher Licensure/Renewal
 - c. Second Degree
 - d. Transient
 - e. Joint Enrolled

Students may enter at the beginning of any semester or summer term. The application priority deadlines for undergraduate admissions are as follows: the fall semester is May 1; the spring semester is December 1; summer terms I and II are May 1. Applications are processed on a rolling basis; however, students who apply early will receive priority in scholarships, financial aid, and housing.

Requests for general information, brochures, and application forms should be addressed to the Office of Admissions. Completed application forms and all supporting documents such as test scores, official high school transcripts and/or college and university transcripts, and a non-refundable \$55.00 application fee, should be forwarded to the Office of Admissions, PO Box 1510, Pembroke, NC 28372. Applicants are encouraged to submit their application online by going to the *apply now* link at <http://www.uncp.edu>. The office may be reached by phone at 910-521-6262. Students may contact the Office of Admissions through email at admissions@uncp.edu or visit the UNCP home page at www.uncp.edu. The fax number for the Office of Admissions is (910) 521-6497.

North Carolina immunization law requires all students enrolling in more than four hours to submit a copy of their immunization records to their respective institutions. All documents must be completed online via the Student Health Patient Portal at: uncp.medcatconnect.com

New Freshmen

Applicants for the freshman class must be graduates of an approved or accredited high school or home school. Non-graduates must possess a high school equivalency certificate and present evidence of maturity and the potential to achieve success in a university environment.

1. Submit completed application by one of the priority deadlines:
- 2.

	Fall	Spring	Sum I	Sum II
First-Year Freshmen	May 1	Dec 15	May 1	May 1
Transfer Students	May 1	Dec 15	May 1	May 1
Visiting/Transient	May 1	Dec 15	May 1	May 1
Non-Degree/Enrichment	May 1	Dec 15	May 1	May 1
Non-Traditional/Second Degree	May 1	Dec 15	May 1	May 1
Licensure/Certification/Renewal	May 1	Dec 15	May 1	May 1

- 3.
4. Submit a non-refundable \$55 application fee with the application - this can be paid online at time of application.
5. Submit high school transcripts. These can be sent electronically to admissions@uncp.edu or sent via mail to: Office of Undergraduate Admissions, University of North Carolina at Pembroke, 1 University Drive, Pembroke, NC 28372.

6. We recommend that you complete a writing sample (graded paper, short answer, and submit with application for admission.)
7. We recommend that you submit recommendation(s) from a school counselor or core academic teacher. These should be sent directly to the Office of Undergraduate Admissions at UNCP.
8. The submission of test scores (SAT and/or ACT) is optional. (SAT code for SAT is #5534 and the ACT code is #3138). The phone number for the College Board is 866-756-7346. The phone number for ACT is 319-337-1270.
9. PLEASE NOTE IMPORTANT INFORMATION:
 - a. If enrolled in dual enrollment course work, a community college transcript of that college work must be submitted.
 - b. Students enrolled in an Early College Program must also submit community college transcripts.
 - c. If you have taken Advanced Placement (AP), International Baccalaureate (IB) or any other rigorous coursework during high school, please make your admission counselor aware. With appropriate scores and documentation, credit, in many cases, can be awarded.
 - d. Final official transcripts and test score information must be submitted and reviewed before matriculation.

Minimum Course Requirements (MCR) at the 16 University of North Carolina Campuses

The following courses will be required for admission, in addition to each UNC institution's specific requirements: In *English*, four course units emphasizing grammar, composition, and literature; In *foreign language*, two consecutive units of language other than English (required of Dec. 2003 and later high school graduates);

In *mathematics*, four course units including algebra I, algebra II, geometry, and for December 2005 and later high school graduates, a higher level mathematics course for which algebra II is a prerequisite; or successful completion of three Integrated Mathematics courses and a course for which Integrated Mathematics 3 is a prerequisite.

In *science*, three course units including:

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

In *social studies*, two course units including one unit in *U.S. history*.

In addition, it is recommended that prospective students take one *foreign language course unit and one mathematics course unit* in the twelfth grade. Course units as defined in these requirements may include those high school level courses taken and passed by an applicant while enrolled as a high school student with all courses reflected on the high school transcript. Admission to the University does not guarantee admission to individual programs; individual program admission requirements are described in specific academic sections.

Exception Procedures for Normal Admissions Requests:

The Chancellor, with the recommendation of the Director of Admissions and the Associate Vice Chancellor for Enrollment, may allow a Special Talent Waiver to a student who does not meet UNC minimum requirements but has otherwise demonstrated promise for academic success, as measured by grades, class rank, SAT or ACT scores (optional), when compared with other students admitted to the University.

Transfer Students

- Students must submit a completed application for admission.
- Students seeking to transfer from other collegiate institutions must furnish an official transcript from each institution attended. The transcripts must indicate a cumulative "C" (2.0) average on all work attempted prior to admission to UNC Pembroke. Courses satisfactorily completed at institutions recognized by accepted institutional accreditors are evaluated in terms of courses offered and academic programs available at UNCP. Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission

of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education recognized national accreditors which are not listed above may also be considered accepted institutional accreditors.

- An official high school transcript is required if the student is under 21 and has not completed 24 transferable credit hours from a regionally accredited institution.
- A nonrefundable \$55.00 application fee is required.
- The student must attain at least a grade of "C" (2.0) in a course in order for that course to be allowed for transfer credit. Grades from transferred courses will not count toward the student's cumulative quality point average at UNC Pembroke, except for honors designation upon graduation.

Transfer applicants who are under the age of 21 must meet the minimum course requirements outlined in the previous section (See Minimum Course Requirements-MCR). Students under the age of 21 are also required to meet freshman high school GPA or SAT/ACT requirements for admission (please contact the Office of Admissions for appropriate GPA and/or SAT/ACT requirements). If a student is only deficient in one area (either GPA or SAT/ACT), they may complete 12 transferable semester hours of general education from a regionally accredited institution with an overall GPA of 2.5. If a student is deficient in both areas (GPA or SAT/ACT and MCR) they must complete 24 transferable semester hours from a regionally accredited institution with an overall GPA of 2.0.

- Applicants 21 years old or older may be admitted as non-traditional freshmen or transfer students without meeting MCR.
- Applicants 21 years old or older applying as a transfer student, must meet a minimum 2.0 cumulative college GPA for all college courses as calculated by the UNC Pembroke Undergraduate Admissions Office.
- All transfer students entering UNC Pembroke must attend a transfer orientation session to acquaint the student with the academic, co-curricular, and social life of the University and to gather information to assist in the student's academic advancement.

Because of differing admission requirements, transfer applicants who are candidates for teacher licensure degrees should refer to the admission requirements stipulated for the Teacher Education Program.

The classification of transfer students (freshman, sophomore, junior or senior) is determined by the number of transfer credit hours accepted by UNC Pembroke. A minimum of 25 percent of semester hours applied toward a bachelor's degree must be earned through regular enrollment in UNC Pembroke courses, and students must satisfy all UNC Pembroke degree requirements for their chosen major.

UNC Pembroke is an active participant in the North Carolina Comprehensive Articulation Agreement (CAA), which governs the transfer of credits between N.C. community colleges and public universities in North Carolina. UNC Pembroke accepts all credit under the guidelines of the agreement for courses in which a grade of C or better is earned. A link to full details on the CAA may be found at <https://www.uncp.edu/admissions/undergraduate-admissions/transfer-students/transferring-credits>.

Re-Enrolling Students

Students who have interrupted their course of study for at least consecutive two semesters must apply for readmission through the Office of Undergraduate Admissions (\$35 readmission fee). Students who are seeking readmission to UNC Pembroke after completing additional work at another regionally accredited institution must reapply through the Office of Undergraduate Admissions. Transcripts of any academic work completed in the interim at any other regionally accredited institution must be provided prior to approval for readmission, along with an application, and \$35 application fee.

Special Readmission Policy

Any former UNCP student who was academically dismissed, suspended, or placed on academic probation at the end of his/her final semester and has not attended UNCP for a period of two (2) academic years may apply for readmission under the Special Readmission Policy. All students admitted under this policy return on probationary status and must follow the policies and procedures outlined under "Academic Probation" in the Academic Policies section of the UNCP catalog and on the website of the Registrar. In order to qualify for the Special Readmission Policy, students must earn a 2.0 or higher in their first 12 hours after being readmitted. Students may apply for readmission under this policy one time. Once approved, the decision will not be reversed.

Upon meeting the requirements for this policy, the student's GPA will be computed excluding all previous grades below C (2.0). All grades will remain on the student's transcript, but only those previous courses in which a grade of C or better was earned will count toward graduation. All course work, however, will count toward attempted hours, and all grades, including those from the student's previous GPA, will be calculated for honors purposes.

Students admitted under the Special Readmission Policy may not make use of the grade replacement policy and must continue to maintain a minimum GPA of 2.00. Failure to maintain this minimum GPA will result in a two-semester suspension.

Departments with more rigorous GPA standards than the general University requirement of 2.0 have the right to deny admission to a program. Any student readmitted under this policy must complete a minimum of 30 semester hours at UNCP after readmission in order to qualify for graduation.

Students must apply for the Special Readmission Policy through the Registrar's Office.

International Students

Applicants from non-English-speaking countries must provide evidence of proficiency in the English language with their applications for admission to UNC Pembroke. Scores on the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Duolingo English Test are required. For students born in non-English-speaking nations but educated in senior high schools in the United States, scores on the SAT or ACT can substitute for scores on the TOEFL or IELTS. Each student must submit official verification of financial resources sufficient to cover educational expenses. Certified translations by a licensed or professional translator must accompany academic documents not written in English. For transfer students, the Admissions Office requires that all international college transcripts be evaluated by an accredited transcript evaluation agency.

The courses will need to be translated into the U.S. equivalencies. The international undergraduate admissions application and other information relevant to prospective international students may be accessed at <https://www.uncp.edu/departments/global-engagement>. It is preferred that all documents be sent to the Admissions Office six months prior to date of entry. All documents must be received and evaluated before a DS-2019 and I-20 can be issued.

Special Students

Persons applying for admission as Special Students should meet the qualifications described in one of the following categories: Enrichment, Teacher Licensure/Renewal, Second Degree, Transient, and Joint Enrolled. A \$55 nonrefundable application fee may be required.

Enrichment: Applicants not enrolled in a degree program at another institution who wish to complete courses at UNC Pembroke for personal or professional enrichment may qualify for admission as Special students. Such applicants must submit an application for admission, a \$55 nonrefundable application fee, and a final high school or college transcript. Students in this category cannot earn more than 15 semester hours. Continuation of enrollment in additional courses will require the approval of the Director of Admissions. These students enroll without entering degree programs, and they may not later become degree candidates unless they have been admitted as regular students. Students under academic suspension from any university are not eligible to enroll as special students.

Teacher Licensure/Renewal: Individuals who have a baccalaureate degree may be admitted to earn teacher licensure or take courses for renewal purposes. An application for admission, \$55 nonrefundable application fee, and a copy of the transcript reflecting the baccalaureate degree awarded must be submitted prior to admission to the University. In addition to applying to UNC Pembroke through the Admissions Office, individuals must also contact the Director of Teacher Education (and submit any additional required documentation) to design an individualized education plan. All licensure candidates must meet the admission and retention standards of the Teacher Education Program and the National Teachers Examination requirements established by the State Board of Education. (See Teacher Education Program.)

Second Degree: Applicants who wish to enroll at the University to complete a second undergraduate degree must submit the application for admission, a \$55 nonrefundable application fee (\$35 if applying for readmission), and a transcript reflecting the receipt of a bachelor's degree from a regionally accredited institution. (See Requirements for a Second Baccalaureate Degree.)

Transient Students: Transient students are students enrolled in a degree program at another college or university who qualify to study for one semester or summer session at UNC Pembroke and plan to transfer credits earned back to the institution at which they are pursuing a degree. To gain admission as transient students, applicants must be in good academic standing and be eligible to return to their parent institution. They must also have permission from their institution to study at UNC Pembroke. Students may retrieve the transient application from the online application portal. Transient students are not required to pay an application fee.

Joint Enrolled: The Joint Enrollment Program is designed for high school students who have excelled academically in high school and prove ready for college-level work. Students may register for no more than one course per semester while completing their high school curriculum, and they cannot take courses that are offered at their high school. Interested students must submit a special Joint Enrollment Application, an official high school transcript, SAT/ACT scores (if available), and class rank. Permission must be granted from the student's high

school principal or guidance counselor and the Director of Admissions, prior to admission as a Joint Enrolled student. An application fee is not required.

Auditing

All persons, whether regularly enrolled in the University or seeking to take a course for enrichment, who desire to audit a course must complete an enrichment application using the online application portal, and secure the permission of the instructor and the Enrollment Office. Audits may not be added to a student's schedule after the last day to add a class. The fee charged for auditing a course will be the same as if the course were taken for credit. Students who are regularly enrolled at the University must file a copy of the permission letter from the Enrollment Office with the instructor at the beginning of the course. Audited classes are listed on the permanent record and are designated by the letters "AU." Class participation by and requirements of auditors are at the discretion of the instructor. An application fee is not required.

Graduate Admissions

Inquiries concerning graduate admissions should be directed to the Dean of Graduate Studies. Admissions requirements are stated in the The Graduate School section of this catalog.

Degree Completion Program for Military Personnel

UNC Pembroke provides educational programs for veterans, active military personnel, and retired military personnel who wish to continue their career development in higher education and to complete an educational program leading to a college degree.

The University of North Carolina Pembroke is a member of the Servicemembers Opportunity Colleges (SOC) Consortium and the SOC Degree Network System.

Servicemembers Opportunity Colleges Consortium: Servicemembers Opportunity Colleges (SOC), established in 1972, is a consortium of national higher education associations and more than 1,700 institutional members. SOC Consortium institutional members subscribe to principles and criteria to ensure that quality academic programs are available to military students, their family members, civilian employees of the Department of Defense (DoD) and Coast Guard, and veterans. A list of current SOC Consortium member institutions can be found on the SOC Web site at www.soc.aascu.org/.

SOC Degree Network System: The SOC Degree Network System (DNS) consists of a subset of SOC Consortium member institutions selected by the military Services to deliver specific Associate and Bachelor's degree programs to servicemembers and their families. Institutional members of the SOC DNS agree to special requirements and obligations that provide military students, their spouses and college-age children with opportunities to complete college degrees without suffering loss of academic credit due to changes of duty station.

SOC operates the 2- and 4-year Degree Network System for the Army (SOCAD), Navy (SOCNAV), Marine Corps (SOCMAR), and Coast Guard (SOCCOAST). Refer to the SOC Degree Network System-2 and -4 Handbooks to view Associate and Bachelor's degree programs, location offerings, and college information. An electronic version of the Handbook is posted on the SOC Web site, <http://www.soc.aascu.org/>, on the SOCAD, SOCNAV, SOCMAR, and SOCCOAST home pages.

In recognition of the educational experience gained by military personnel in their regular training, in service school courses, in USAFI or DANTES courses, and through the College Level Examination Program (CLEP), UNC Pembroke will accept transfer credit toward a Bachelor of Arts or Bachelor of Science degree.

Men or women who have served one or more years in the armed services will be awarded two semester hours credit for each year of service, up to 12 semester hours of credit, as elective credit. In addition, military members will receive credit for physical education courses. A copy of the student's DD-214 form and AARTS or SMART transcript must be submitted with the application in order to receive credit.

Credit may be awarded for service school courses comparable to those offered by UNC Pembroke. The amount of credit granted will be according to the recommendations of the American Council on Education as listed in the most recent edition of *A Guide to the Evaluation of Educational Experiences in the Armed Services*. These recommendations are evaluated in terms of courses offered and curriculum accepted at UNC Pembroke.

Credit may be granted for work completed with an acceptable rating in USAFI courses that are parallel to courses offered at the University, provided a transcript of the work is sent directly to the Director of Admissions.

Credit may be earned through the College Level Examination Program (CLEP).

In addition to the special provision for granting credit to military personnel for their educational experience, the University will accept transfer credit toward a Bachelor's degree:

1. All transferable work completed in residence at accredited institutions of higher education provided the student has an overall cumulative quality point average of 2.0;
2. Up to 24 semester hours of work completed through correspondence and/or extension courses from institutions recognized by accepted institutional accreditors (with no more than 12 semester hours by correspondence). Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education recognized national accreditors which are not listed above may also be considered accepted institutional accreditors. Work completed in courses offered by UNC Pembroke's Continuing Education Division at cooperating technical institutes is not counted as extension work.

International Baccalaureate Course Equivalencies

The University of North Carolina at Pembroke awards college-level credit for acceptable completion of the following International Baccalaureate courses:

IB Area	Level	IB Grade	UNCP Course Equiv.	Sem. Hrs.
Chemistry	HL	5+	CHM 1300, 1310, 1100, 1110	8
Computer Science	SL	5+	CSC 1550	3
Computer Science	HL	5+	CSC 1550, 2150	6
Cultural Anthro.	SL/HL	5+	SOC/AIS 1050	3
Economics	HL	5+	ECN 2020, 2030	6
Economics A1: Resource Mkt.	HL	5+	ECN 1000	3
History				
20th Century World	HL	5+	Elective Credit	3
Islamic History	HL	5+	Elective Credit	3
Language A1	HL	5+	ENG 1050, 2060	6
Geography	HL	5+	GGY 1010	3
Mathematical Studies:				
Pt. I core + Pt. II Opt. 7	SL	5+	MAT 1180	3
Pt. I core + Pt. II Opt. 8	SL	5+	MAT 2100	3
Pt. I core + Pt. II Opt. 9	SL	5+	MAT 2150	4
Mathematics	HL	5+	MAT 1090, 2210	8
Further Mathematics	SL	5+	MAT 2200	3
Music	SL	5+	MUS 1020	3
Music	HL	5+	MUS 1140, MUSL 1140	4
Physics	HL	5+	PHY 1500, 1510, 1560, 1570	8

College Level Examination Program

UNC Pembroke participates in the College Level Examination Program (CLEP) and accepts CLEP examinations which measure mastery of college-level, introductory course content in a variety of subject areas. Students meeting the credit-granting score on CLEP Examinations may earn up to 30 semester hours of college level credit. Transfer students may earn credit through prior CLEP exams provided the following criteria are met: 1) their scores must meet UNCP's credit-granting standards, 2) their scores must be sent to the UNCP Admissions Office, and 3) their exams must be among those listed below. CLEP credit will not be granted for previously failed courses.

CLEP Examinations may be taken prior to or during the student's enrollment with the following exception: no CLEP examination credit will be accepted during the final 25 percent of a student's course work. Successful completion of

each Examination earns three to twelve semester hours of credit and may exempt the student from certain General Education (as defined below) or major requirements. In some cases, only general elective credit will be awarded.

CLEP Examinations	Min. Score	Sem. Hrs	UNCP Course Equivalent	Gen. Ed.
Algebra, College	50	3	MAT 1070	yes
American Government	50	3	PLS 1010	yes
American Literature	50	3	ENG 2240	yes
Analyzing and Interpreting Literature	50	3	ENG 2030	yes
Biology	50	3	BIO 1000	yes
Calculus	50	4	MAT 2210	yes
Chemistry	50	6	CHM 1300/1310	yes
English Composition with Essay	50	3	ENG 1050	yes
English Literature	50	3	ENG 2470	yes
French	50	6	FRH 1310/1320	yes
French	62	12	FRH 1310/1320/2310/2320	yes
History of U.S. I, Early Colonizations to 1877	50	3	HST 1010	yes
History of U.S. II, 1865 to present	50	3	HST 1020	yes
Human Growth and Development	50	3	PSY 2050	no
Humanities	50	6	ART 2050 and MUS 1020	yes
German	50	6	GER 1310/1320	yes
German	63	12	GER 1310/1320/2310/2320	yes
Mathematics, College	50	3	MAT 1050	yes
Natural Sciences	50	6	BIO 1000 and PHS 1100	yes
Precalculus	50	4	MAT 1090	yes
Psychology, Introductory	50	3	PSY 1010	yes
Sociology, Introductory	50	3	SOC 1020	yes
Spanish	50	6	SPN 1310/1320	yes
Spanish	66	12	SPN 1310/1320/2310/2320	yes
Western Civilization I: Ancient Near East to 1648	50	3	elective	no
Western Civilization II: 1648 to Present	50	3	elective	no

Students interested in information regarding CLEP testing centers should contact the College Board by:

phone: (800) 257-9558;

mail: CLEP, P.O. Box 6600, Princeton, NJ 08541-6600;

email: clep@info.collegeboard.org; or

Web: www.collegeboard.com/student/testing/clep/scores.html

Incoming freshmen may also obtain this information from their high school counselors.

Advanced Placement

The University of North Carolina at Pembroke participates in the Advanced Placement program of the College Entrance Examination Board. Credit may be earned in various subject matter areas. UNC Pembroke especially welcomes applicants with preparation in Advanced Placement courses. It awards University credit for such preparation according to the following table. For general information about Advanced Placement programs call 609-771-7300.

Subject	Req. Score	Hrs. Granted	Course Equivalent
Art: History	3	3	Art 2050
Art: Studio Art: Drawing	3	3	Art 1320
Biology	3	4	Biology 1000, BIOL 1000
Chemistry	3	4	Chemistry 1300, 1100
Computer Science AB	3	3	Computer Science 1550
English Language/Comp.	3	3	English 1050
English Literature/Comp.	3	3	English 1050

Environmental Science	3	3	Environmental Science 1100
French Language	3	3	French 2310
French Language	3	6	French 2310, 2320
French Literature	3	3	French 3210
French Literature	3	6	French 3210, 3220
Government and Politics	3	3	Political Science 1010
History: American	3	3	History 1010
History: European	3	3	Gen. University Elective
History: World	3	3	History 1140
Mathematics: Calculus AB	3	4	Mathematics 2210
Mathematics: Calculus BC	3	4	Mathematics 2220
Music: Theory	3	4	Music 1140, MUSL 1140
Physics: B	3	6	Physics 1500, 1510
Physics C: Mechanics	3	3	Physics 2000
Physics C: Elec. & Mag.	3	3	Physics 2010
Psychology	3	3	Psychology 1010
Spanish Language	3	3	Spanish 2310
Spanish Language	3	6	Spanish 2310, 2320
Spanish Literature	3	3	Spanish 3210
Spanish Literature	3	6	Spanish 3210, 3220
Statistics	3	3	Sociology/Social Work/Criminal Justice 3600 or Mathematics 2100

*Laboratory notebooks from AP courses will be examined to determine amount of credit.

Part-time Students

A part-time student is a student who is regularly admitted to UNC Pembroke and is registered for fewer than 12 semester hours of course work in a Fall or Spring Semester.

Students in a part-time status taking seven or more semester hours are charged all fees; activity and tuition charge is based on the number of semester hours taken. Part-time students taking four to six semester hours will pay a reduced student activity fee

Esther G. Maynor Honors College

The Esther G. Maynor Honors College is designed to recognize outstanding students and to promote the scholarly growth of the students selected for the program by providing interdisciplinary around a learning community of honors students and include selected general education courses, small interdisciplinary seminars, cultural and service programs, and shared residential facilities with other honors students. The Esther G. Maynor Honors College offers an intellectually stimulating social environment, greater curricular flexibility, more personal contact and scholarly discussion with students and faculty from the various disciplines, and closer interaction with individual faculty members in the College. Each Esther G. Maynor Honors College student prepares a senior project under the supervision of a faculty mentor. For program description, see Special Programs.

Program participants are selected on the basis of class rank, high school grades, Scholastic Aptitude Test (SAT) scores or American College Testing (ACT) scores (test scores optional), and extra-curricular and community achievements. Esther G. Maynor Honors College students are appointed by the Dean of the Esther G. Maynor Honors College upon the recommendation of the University Honors Council.

Brave Start

The Brave Start program is designed to admit a limited number of students who meet most, but not all, of The University of North Carolina at Pembroke's regular admission standards. Students are selected on the basis of high school academic record, scholastic standing in the high school graduating class, and SAT or ACT scores (optional). The application for admission should be filed as early as possible.

Students enter Brave Start based on recommendations from the Office of Undergraduate Admissions, and students enroll in courses designed to develop academic skills which will be necessary for their success at UNC Pembroke. In the Fall and Spring Semesters, the student is allowed to register for 15-17 hours of academic courses. In

addition, students meet regularly with the Brave Start advisors for academic counseling as well as participate in special programs throughout the academic year. Students who meet the University's academic eligibility requirements and have successfully completed the Brave Start program (made a "C" or higher in [ENG 0104](#), [UNV 1000](#), [ENG 1050](#), and [ENG 1060](#)) then continue at the University as other regularly admitted students.

Student Finances

Expenses

-
- [Tuition and Fees](#)
 - [Schedule of Undergraduate Expenses: Regular Session](#)
 - [Room and Board Expenses](#)
 - [Detailed Explanation of Charges: Tuition, Fees, and Insurance](#)
 - [Insurance](#)
 - Distance Education
 - [Miscellaneous Fees](#)
 - [Refund Regulations](#)
 - [4. Tuition and Fees](#)
 - [5. Appeals](#)
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 - [Residence Status for Tuition Purposes](#)
-

(Payment must be in U.S. dollars. Expenses are subject to change without notice.)

Tuition and Fees

Tuition and all fees are due and payable in full before the first day of classes or by billing due date for those students that have pre-registered for each semester or summer term. Please make checks or money orders payable to the University of North Carolina at Pembroke. A returned check charge of \$25 will be levied on each returned check.

It is the policy of the administration and trustees to keep the cost of a college education as low as possible. Since UNC Pembroke is maintained by the people of North Carolina for the education of residents of the State, it is available to them at a lower cost than to nonresidents. The residency status of each student is determined at the time of original admission. (See below for further information on residency status.) Registration for any semester or session may not be completed until all special or extra fees, fines, payments for lost or damaged articles, etc., incurred in the previous semester or session, have been paid; no transcript nor record will be issued until all fees/fines owed have been paid.

Schedule of Undergraduate Expenses: Regular Session

(Subject to change without notice.)

Sem. Hrs.	In-State Tuition	Out-of-State Tuition	Fees	Ins.*	Total In-State	Total Out-of-State
12+	\$500.00	\$2,500.00	\$1,244.88	\$1,313.50	\$3,058.38	\$5,058.38
9-11	\$375.00	\$1,875.00	\$933.66	\$1,313.50	\$2,622.16	\$4,122.16
6-8	\$250.00	\$1,250.00	\$622.44	\$1,313.50	\$2,185.94	\$3,185.94
1-5	\$125.00	\$625.00	\$311.22	0	\$436.22	\$936.22

*International Insurance: TBD

*Estimated Cost: Subject to Change

**Freshmen also required to have a meal plan and pay a First Year Initiative Fee of \$75.00 and a Freshman Alcohol Education Class Fee of \$32.00.

Room and Board Expenses

	Room Rate	Meal Plan Rate (Minimum*)	Total Semester (Minimum*)	Total Year (Minimum*)
Cypress				
Double	\$2,625.00	\$2,106.00	\$4,731.00	\$9,462.00
Single - Private	\$3,090.00	\$2,106.00	\$5,196.00	\$10,392.00
Private Double	\$3,375.00	\$2,106.00	\$5,481.00	\$10,962.00
Pine and Oak Hall				
Double	\$2,625.00	\$2,106.00	\$4,731.00	\$9,462.00
Single - Private	\$3,090.00	\$2,106.00	\$5,196.00	\$10,392.00
Private Double	\$3,375.00	\$2,106.00	\$5,481.00	\$10,962.00
Belk Hall				
Double	\$2,470.00	\$2,046.00	\$4,516.00	\$9,032.00
Single - Private	\$3,275.00	\$2,046.00	\$5,321.00	\$10,642.00
University Village Apartments				
Double	\$2,730.00		\$2,730.00	\$5,460.00
Private Double	\$3,530.00		\$3,530.00	\$7,060.00
Courtyard Apartments				
2 bdrm/2 bath (single bdrms)	\$3,500.00		\$3,500.00	\$7,000.00
4 bdrm/2 bath (single bdrms)	\$3,190.00		\$3,190.00	\$6,380.00

*Based on 10 meals per week; rates for other options are listed below.

Meal Plan Rate	Meals Per Week	Semester Flex Money
\$2,106.00	10	415.00
\$2,221.00	12	375.00
\$2,413.00	Unlimited 7 day	150.00
\$2,288.00	Unlimited 7 day	0
Apartment Occupants or Commuters Only		
Block Meal Plan Rate	Meals Per Semester	Semester Flex Money
\$745.00	Declining balance meal plan	740.00
\$753.00	50	300.00
\$381.00	25	150.00

Meal Plan Options*

*All freshmen are required to have a meal plan.

Detailed Explanation of Charges: Tuition, Fees, and Insurance

TUITION: FULL-TIME STUDENT (per semester)	
North Carolina Residents - Undergraduates	\$500.00
Out-of-State Residents - Undergraduates	\$2,500.00
GENERAL FEES: FULL-TIME STUDENT (Per Semester)	
Educational and Technology Fee	\$264.46
Athletic Fee	\$373.76
Health Services Fee	\$95.00
Debt Service Fee	\$120.00
Campus Security Fee	\$15.00
Student Activity and SGA Fees: These fees are used to support various University programs such as Band and Chorus, Dramatics, Student Center, Student Government, Braves One Card, Intramurals, Yearbook, Newspaper, and the Performing Arts Series.	\$340.42
Total Required Fees (per semester)	\$1,208.64

Insurance

Students taking 6 or more credit hours will be charged \$1,311.50 per semester for health insurance; the fee for international students is yet to be determined.

If you wish to waive this insurance, you must complete the waiver on-line at www.bcbsnc.com/student each Fall and Spring. The Student Health Services Office can answer any questions you may have about the coverage or waiver process.

Distance Education*: Regular Term

(including fees of \$18.91)

In-State Undergraduate	Out-of-State Undergraduate
\$52.70 per credit hour	\$187.83 per credit hour

*Plus Flat \$35.00 Distance Education Instructional Support Fee for students exclusively online or remote sites

Miscellaneous Fees

Application Fee	\$55
International Graduate Application Fee	\$60
This fee, paid at the time of initial application, is non-refundable and cannot be applied to meet any other charges.	
Undergraduate Graduation Fee	\$50
Graduate Graduation Fee	\$90
This fee must be paid at the time the student makes application for graduation. It is used to pay for the cap, gown, and diploma. This is a non-refundable fee.	
Late Payment/Registration Fees	\$25
Students who register and/or pay for classes after the scheduled registration date has passed must pay this fee.	
Housing Deposit Fee (refundable)	\$150
Vehicle Registration Fee:	
Commuter (Day)	\$125
Commuter (night)	\$70
Dormitory Resident	\$115
Permits sold after April 30 will be half price. A vehicle registration permit is valid for one full year, commencing August 15.	
Transcript Fee	
Mailed	\$10
Faxed	\$10
Walk-in	\$10
Returned Check Charge	\$25

Refund Regulations

(Subject to Change)

4. Tuition and Fees

4.1 Withdrawals

Tuition and fees, including room and board, will be refunded per the following schedules, provided a student officially withdraws from the University.

4.1.1 Fall and Spring Semesters

Through the first week of classes (five class days starting the first official day of classes for the university) tuition and required fees will be refunded at 100 percent

The second week of classes (six to ten consecutive class days) tuition and required fees will be refunded at 75 percent.

The third and fourth week of classes (eleven to twenty consecutive class days) tuition and required fees will be refunded at 50 percent.

The fifth and sixth week of classes (twenty-first to thirtieth consecutive class days) tuition and required fees will be refunded at 25 percent.

Beginning with the seventh week of classes (thirty-first consecutive class day) refunds will not be considered.

4.1.2 First and Second Summer Sessions and Non-Traditional Courses

Through the first week of classes (three class days starting the first official day of classes for the university) tuition and required Full Time Equivalent (FTEs) will be refunded 100 percent.

The second week of classes (four to eight consecutive class days) tuition and required FTEs will be refunded at 75 percent.

The third week of classes (nine to twelve consecutive class days) tuition and required FTEs will be refunded at 50 percent.

During third week of classes (thirteenth consecutive class day) refunds will not be considered.

4.2 UNCP begins counting calendar days beginning with the first official day of classes (not the first day of particular classes). A completed withdrawal form must be filed with the Registrar's Office. Forms for withdrawal during the first (6) weeks of the semester, the first nine (9) calendar days of first and second summer sessions, and the first six (6) calendar days of intra sessions may be obtained from the Registrar's Office. After these times, forms may be obtained from the Office for Academic Affairs.

4.3 **Reducing Hours.** Students who officially drop from full-time to part-time status or those who drop to a lower block of credit hours will receive a refund equal to the difference between the amount paid and the charge for the block of hours for which the student is officially registered at the end of the registration (drop/add) period. Refunds for withdrawing or reducing hours will be processed after the registration period. A refund will only be issued for reducing hours or withdrawing from/dropping a class while still attending other classes at the university if the reduction or the class drop/withdrawal is completed during the drop/add period.

4.4 Please allow two weeks for processing of any refund. A student receiving financial aid will not receive a refund until the Financial Aid Office determines if any funds from an awarding agency must be returned. If a return is required, withdrawal may result in a student liability to the university. All refunds are subject to the above noted time limitations. Students who receive Title IV financial aid are subject to separate federal refund regulations governing such aid. A student receiving financial aid may not receive a refund until the Financial Aid Office determines if any funds from an awarding agency must be returned. Changes in the number of hours a student is enrolled may have an effect on eligibility for aid, and may result in a student having to repay all or a portion of the aid. Generally, students withdrawing from the institution may owe a repayment of all

or some portion of the financial aid received. Students who have specific questions should contact the Financial Aid Office for additional information.

5. Appeals

5.1 Tuition and Fees

5.1.1 Individuals wishing to appeal the percentage of refunds they are eligible to receive must initiate the request in writing to the Registrar's Office and are encouraged to include any and all documentation they believe to be relevant to the appeal. Appeals can be submitted in person or via email. All documents submitted for an appeal are retained for audit purposes by the Registrar or his/her designee, along with documentation of the appeal outcome. Changing your mind about college, poor academic performance, disciplinary withdrawal, or not receiving expected financial assistance are considered to be the result of personal choices and actions and will not be considered for a refund appeal after the above noted time limitations. Failure to comply with published deadlines or regulations is not a serious and compelling reason to seek a refund and will not be approved.

5.1.2. Students withdrawing after fifty percent of the semester or term has expired will not be considered for a refund, regardless of the reasons(s) necessitating the withdrawal.

5.1.3 Requests for refunds submitted later than one year after the end of the semester/term for which the refund request is made will not be considered, regardless of reason(s).

5.1.4 Refunds are generally not approved when withdrawal or reduction in course load is caused by the following:

- 5.1.4.a. Personal reason(s);
- 5.1.4.b. Ignorance of publicized rules and regulations;
- 5.1.4.c. Circumstances within the student's control; and
- 5.1.4.d. Failure of student to fulfill responsibilities.

5.1.5 Refund Consideration. In general, a refund of tuition and required fees due to a withdrawal or reduction in course load before fifty percent of the semester or term has expired is approved if the request was caused by any of the following circumstances.

- 5.1.5.1 Death of student;
- 5.1.5.2 Being called to active military duty or the reassignment to a new active duty station;
- 5.1.5.3 Documented serious medical reasons;
- 5.1.5.4 Death or serious illness of immediate family;
- 5.1.5.5 Verifiable circumstances completely beyond the student's control that result in extreme or unusual hardship to the student (i.e. Catastrophic calamity, natural or otherwise);
- 5.1.5.6 Substantive error on the part of the university.

5.1.6 Notification of Appeal Determination. Decisions will be final and will be communicated to the

student in writing (or via email) and will be disseminated internally as necessary and externally upon written request and in accordance with federal and state guidance related to release of student data.

5.1.7 Retro-Withdrawals. In those instances where nonattendance is verified and a retro-withdrawal is granted, or in those instances where the associate vice chancellor for enrollment grants a retro-withdrawal, tuition and fee charges will be adjusted in accordance with the university's established refund processes.

6. Room Deposit

6.1 The University will refund all but \$25 of the room deposit to incoming new students if written cancellation is received by July 31 preceding the fall semester and November 30 preceding the spring semester. The room deposit is non-refundable after these deadlines.

6.2 The \$150 room deposit (less damages and /or any other financial obligations owed The University of North Carolina at Pembroke) will be refunded to established residents provided the resident submits written cancellation by November 30 preceding the spring semester and by July 15 preceding the fall semester. Established residents must follow check-out procedures as detailed in the Student handbook to ensure an appropriate refund of the room deposit.

6.3 If a student withdraws from the University prior to mid-semester, the room deposit will be forfeited. If a student withdraws after mid-semester, the room deposit (less damages if any) will be refunded, provided checkout procedures have been followed.

Residence Status for Tuition Purposes

The basis for determining the appropriate tuition charge rests upon whether a student is a resident or a nonresident for tuition purposes. Each student must make a statement as to the length of his or her residence in North Carolina, with assessment by the institution of that statement to be conditioned by the following.

Residence

To qualify as a resident for tuition purposes, a person must become a legal resident and remain a legal resident for at least twelve months immediately prior to classification. Thus there is a distinction between legal residence and residence for tuition purposes. Furthermore, twelve months legal residence means more than simple abode in North Carolina. In particular it means maintaining a domicile (permanent home of indefinite duration) as opposed to "maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education." The burden of establishing facts which justify classification of a student as a resident entitled to in-state tuition rates is on the applicant for such classification, who must show his or her entitlement by the preponderance (the greater part) of the residency information.

Initiative: Being classified a resident for tuition purposes is contingent on the student's seeking such status and providing all information that the institution may require in making the determination.

Parent's Domicile

If an individual, irrespective of age, has living parent(s) or a court-appointed guardian of the person, the domicile of such parent(s) or guardian is, prima facie, the domicile of the individual; but this prima facie evidence of the individual's domicile may or may not be sustained by other

information. Further, nondomiciliary status of parents is not deemed prima facie evidence of the applicant child's status if the applicant has lived (though not necessarily legally resided) in North Carolina for the five years preceding enrollment or re-registration.

Effect of Marriage

Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, nor does marriage in any circumstance insure that a person will become or continue to be a resident for tuition purposes. Marriage and legal residence of one's spouse are, however, relevant information in determining residency intent. Furthermore, if both husband and his wife are legal residents of North Carolina and if one of them has been a legal resident longer than the other, then the longer duration may be claimed by either spouse in meeting the twelve-month requirement for in-state tuition status.

Military Personnel

A North Carolinian who serves outside the State in the armed forces does not lose North Carolina domicile simply by reason of such service. Students from the military may prove retention or establishment of residence by reference, as in other cases, to residency acts accompanied by residency intent. In addition, a dependent relative of a service member stationed in the state may be eligible to be charged the in-state tuition rate while the dependent relative is living in North Carolina with the service member and if the dependent relative has met any requirement of the Selective Service System applicable to the dependent relative. These tuition benefits may be enjoyed only if the applicable admission requirements have been met; these benefits alone do not provide the basis for receiving those derivative benefits under the provisions of the residence classification statute reviewed elsewhere in this summary. To be considered, the student must submit a Military Waiver Form.

Grace Period

If a person (1) has been bona fide legal resident, (2) has consequently been classified a resident for tuition purposes, and (3) has subsequently lost North Carolina legal residence while enrolled at a public institution of higher education, that person may continue to enjoy the in-state rate for a grace period of twelve months measured from the date on which North Carolina legal residence was lost. If the twelve months end during an academic term for which the person is enrolled at a State institution of higher education, the grace period extends to the end of that term. The fact of marriage to one who continues domiciled outside North Carolina does not by itself cause loss of legal residence, marking the beginning of the grace period.

Minors

Minors (persons under 18 years of age) usually have the domicile of their parents, but certain special cases are recognized by the residence classification statute in determining residence for tuition purposes.

If a minor's parents live apart, the minor's domicile is deemed to be North Carolina for the time

period(s) that either parent, as a North Carolina legal resident, may claim and does claim the minor as a tax dependent, even if other law or judicial act assigns the minor's domicile outside North Carolina. A minor thus deemed to be a legal resident will not, upon achieving majority before enrolling at an institution of higher education, lose North Carolina legal residence if that person (1) upon becoming an adult "acts, to the extent that the person's degree of actual emancipation permits, in a manner consistent with bona fide legal residence in North Carolina" and (2) "begins enrollment at an institution of higher education not later than the fall academic term next following completion of education prerequisite to admission at such institution."

If a minor has lived for five or more consecutive years with relatives (other than parents) who are domiciled in North Carolina and if relatives have functioned during this time as if they were personal guardians, the minor will be deemed a resident for tuition purposes for an enrolled term commencing immediately after at least five years in which these circumstances have existed. If under this consideration a minor has deemed to be a resident for tuition purposes immediately prior to his or her eighteenth birthday, that person on achieving majority will be deemed a legal resident of North Carolina of at least 12 month's duration. This provision acts to confer in-state tuition status even in the face of other provisions of law to the contrary; however, a person deemed a resident of 12 months duration pursuant to this provision continues to be a legal resident of the State only so long as he or she does not abandon North Carolina domicile.

Lost, but Regained Domicile

If a student ceases enrollment at or graduates from an institution of higher education while classified a resident for tuition purposes and then both abandons and reacquires North Carolina domicile within a 12-month period, if he or she continues to maintain the reacquired domicile into re-enrollment at an institution of higher education, may re-enroll at the in-state tuition rate without having to meet the usual 12-month durational requirement. However, any one person may receive the benefit of this provision only once.

Change of Status

A student admitted to initial enrollment in an institution (or permitted to re-enroll following an absence from the institutional program which involved a formal withdrawal from enrollment) must be classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual enrollment. A residence status classification once assigned (and finalized pursuant to any appeal properly taken) may be changed thereafter (with corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic year.

Transfer Students

When a student transfers from one North Carolina public institution of higher education to another, he or she is treated as a new student by the institution to which he or she is transferring and must be assigned an initial residence status classification for tuition purposes.

Financial Aid

The Office of Financial Aid is dedicated to helping students and parents obtain the financial aid necessary to pay for a college education at UNCP. The Financial Aid Office is located on the second floor of Lumbee Hall. This office coordinates a variety of State, Federal, private, and institutionally funded aid programs, each with different regulations and requirements. While most of these programs require students to demonstrate financial need, there are loan programs available to help students and parents which are not need based. All students requesting consideration for any type of financial aid, including loans, must apply each year. The Free Application for Federal Student Aid (FAFSA) should be completed each year, listing the University of North Carolina at Pembroke as the school of choice. The federal school code is 002954. The web address for the FAFSA is www.studentaid.gov. The application should be submitted prior to our priority deadline of March 15 to allow time for processing so awards can be made before Fall Registration.

To be eligible for financial assistance a student must have a high school diploma or GED; be enrolled as a regular student in an eligible program; be a U.S. Citizen or eligible non-citizen; have a Social Security number; make satisfactory academic progress; register with the Selective Service, if required; and not be in default on any federal loan or owe a refund on a federal grant. Financial aid is awarded on the basis of academic achievement and demonstrated financial need. The first responsibility of financing a student's education rests with the student and the student's family. A student's parents are expected to contribute towards his or her expenses insofar as they are able from income and assets. A student is expected to provide funds for his or her own education through savings, summer work, and other resources. Each student is individually considered on the basis of the family financial situation.

The information provided on the UNC Pembroke Office of Financial Aid web site explains the programs offered to assist with students' college expenses, details the eligibility requirements for these programs, and describes how to apply for them.

Scholarships, Awards, Grants, Loans

Scholarships and Awards

Institutional scholarships, including endowed scholarships, are provided by donors to the University: Friends, alumni, corporations and foundations have provided funds to aid students in the pursuit of academic achievement. A wide range of endowed scholarships is available, some with specific restrictions.

For application information, students are encouraged to visit the on-line scholarship portal Brave ASSIST at <http://www.uncp.edu/BraveASSIST>.

Grants

Grants are provided by state and national agencies.

North Carolina Grants

Funds for grants allocated by the North Carolina Legislature are made available on an annual basis to residents of North Carolina in attendance at UNC Pembroke. These grants vary in amount according to students' demonstrated need.

Federal Pell Grants

This program is for students who have financial need. The U.S. Government establishes the amount of financial assistance a student may receive under the Pell Grant Program on the basis of need. These grants are awarded upon enrollment in good standing in an institution of higher education.. To apply for a Pell Grant a student must complete the Free Application for Federal Student Aid (FAFSA).

Federal Supplemental Educational Opportunity Grants

The purpose of this program is to provide Supplemental Educational Opportunity Grants to students who have demonstrated exceptional need and who would be unable to enter or remain in college without such assistance. The grant may be renewed for each year of undergraduate study for a period of up to four years if the student continues to qualify for assistance. To apply for a Supplemental Grant, a student must complete the Free Application for Federal Student Aid (FAFSA).

Federal Teach Grants

A Teacher Education Assistance for College and Higher Education (TEACH) Grant is different from other federal student grants because it requires you agree to complete a teaching service obligation as a condition for receiving the grant, and if you don't complete the service obligation, the TEACH Grant will be converted to a loan that you must repay, with interest.

The purpose of this program is to provide grants to students who are enrolled in eligible programs of study and who plan to pursue a teaching career in a high need field. To apply for a Teach Grant, a student must complete the Free Application for Federal Student Aid (FAFSA).

Vocational Rehabilitation Scholarships

Students who have disabilities which constitute vocational handicaps are eligible for scholarships from the North Carolina Vocational Rehabilitation Department. For information, qualified students should write to the Department of Vocational Rehabilitation, Raleigh, NC

Federal Direct Loan Program

Subsidized: Based on financial need, these are low-interest loans with the U.S. Department of Education as the lender. Loan limits are based on need and grade level.

Unsubsidized: These loans are not based on need. Interest accrues to the borrower beginning on the date of disbursement. The borrower is responsible for the interest during in-school and deferment periods.

PLUS: A parent of a dependent undergraduate student can borrow a Parent PLUS loan. The parent must have good credit.

A Graduate student can borrow a Graduate PLUS loan. The student must have good credit. Interest accrues to the borrower beginning on the date of disbursement. The borrower is responsible for the interest during in-school and deferment periods.

Students must be enrolled for at least six (6) semester hours in order to be eligible to borrow a loan.

All students must submit the FAFSA form in order to be considered for a loan.

Student Employment, Veteran's Benefits

Student Employment

The student employment program assists eligible students pay University expenses while attending classes. Students participating in the program are employed with many departments on campus, including the Maintenance Department, Library, Administrative and Departmental Offices, and Laboratories. A student's work schedule will depend upon class schedules and can be arranged by the student and the student's work supervisor. These jobs provide learning opportunities as well as financial aid

The Federal Work-Study Program is a need-based federal assistance program. To participate in the program, a student must complete the FAFSA. An hourly wage is paid to students. As part of a condition for employment, a student must sign up for direct deposit.

All opportunities for on-campus student employment are listed with the University Career Center.

Veterans' Benefits

Veterans, Active Duty, and Family Members

All Veteran and Military Educational Benefits are coordinated and submitted through the UNCP Academic and Military Outreach (AMO) Office. Contact the UNCP AMO office at 910.775.4438 or the Veterans Affairs Regional Office at 888.442.4551 for information on applying for educational benefits.

- Veteran Transfer students receiving VA benefits under Chapter 30, 33, and 1606 complete VA Form 22-1995 (Request for Change of Program or Place of Training at www.va.gov).
- Disabled Veterans Chapter 31, Title 38, Veteran Readiness and Employment, will have their university fees paid directly to the university by the U.S. Government.
- Students eligible under Chapters 30, 35 and 1606 will pay fees at the time of registration and receive a monthly education and training allowance from the Department of Veterans Affairs.
- Students eligible under Chapter 33 will have to notify the VA School Certifying Official of their intent to use benefits for sponsorship where VA pays tuition & fees based on eligibility percentage, directly to UNCP and will receive a book stipend and monthly housing allowance (not applicable to Active Duty members or spouses)
- Active Duty, National Guard and Reserve service members may receive federal Tuition Assistance. Service members can contact their Education Services office or UNCP AMO for assistance.

Veteran Readiness & Employment Program (Chapter 31)

Veterans who enter the University under Chapter 31, Title 38, U.S. Code, Veteran Readiness & Employment Program for Disabled Veterans, and have the approval of the Veterans Administration will have their University tuition & fees paid directly to the University by the U.S. Government.

GI Bill

Veterans eligible for the G.I. Bill, Chapter 30, must apply at www.va.gov, for their benefits. For information regarding eligibility, or application forms, contact the Department of Veterans Affairs at 888.442.4551 or the UNCP Academic & Military Outreach. Veteran transfer students using the G.I. Bill should complete VA Form 22-1955, Request for Change of Program or Place of Training, prior to the time they plan to transfer. This form is available online by accessing www.va.gov.

Veterans eligible for the Post-9/11, Chapter 33, must submit an application at www.va.gov, for their benefits, prior to the time they plan to use their benefits. The Post-9/11 GI Bill provides financial support for education and housing to eligible service members and/or family members. A veteran must have received an honorable discharge to be eligible for the Post-9/11 GI Bill.

Once the service member or family member enrolls, he/she must attend classes regularly to continue receiving benefits and must notify the UNCP School Certifying Official in the Academic and Military Outreach Office of any changes in program or enrollment status.

NC National Guard Tuition Assistance Program (NCTAP)

The North Carolina National Guard Tuition Assistance Program (NCTAP) provides tuition assistance for active members of the North Carolina Army or Air National Guard. Assistance for tuition to qualified members of the North Carolina National Guard is subject to the availability of funds and varies from semester to semester. Members must have a minimum obligation of two years remaining as a member of the North Carolina National Guard from the time of the application; or extend membership for an additional two years or more from the time of application. For further information please contact the North Carolina National Guard Education Services Office:

NCTAP Email: ng.nc.ncarng.mbx.education-service-office@army.mil

NCTAP Phone Number: (704) 391-4426

Veteran Dependents

The North Carolina Department of Military and Veterans Affairs (NCDMVA) Scholarship for Children of Wartime Veterans was created to show appreciation for the services and sacrifices of North Carolina's war veterans. The scholarship program applies to North Carolina schools only. Children of certain class categories of deceased, disabled, combat, or POW/MIA veterans are encouraged to apply. Scholarship recipients may receive financial assistance to cover full tuition and fees at UNCP. An applicant must be under the age of 25 to be eligible. For information and to

apply, visit: <https://www.milvets.nc.gov/services/scholarships>

Chapter 35, Title 38, U.S. Code provides for the training of sons, daughters, spouses, and widows of veterans who either died in service; who died as a result of a service-connected disability; who became permanently and totally disabled as a result of a service-connected disability; or who have been listed as missing in action, captured, detained, or interned in line of duty by a foreign government or power.

Students using the Chapter 35 Dependents Education Assistance benefit are responsible for paying or making payment arrangements to cover tuition and fees at the time of registration. These students receive a monthly education and training allowance from the Veterans Administration. Since the first check is usually delayed, a veteran or dependent should request benefits as early as possible.

Transfer of Post-9/11 (Chapter 33) GI-Bill Benefits to Dependents (TEB) will assist a spouse and or child with educational expenses. Upon approval, family members may apply to use transferred benefits with VA by completing VA Form 22-1990e. This form should only be completed at www.va.gov and submitted to VA by the family member after DoD has approved the Active Duty or Veteran members request for TEB. VA Form 22-1990e cannot be used to apply for TEB.

Satisfactory Academic Progress (SAP) Policy for Financial Aid

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General Information

The federal financial aid programs at UNCP are authorized under Title IV of the Higher Education Act of 1965, as amended. The Act states that a student must maintain satisfactory academic progress in the course of study s/he is pursuing, according to the standards and practices of the institution at which the student is in attendance. The federal Title IV programs include Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Work Study, Federal Stafford Loans (subsidized and unsubsidized), Federal Perkins Loans and Federal PLUS loans. For purposes of consistency and equity among all students, UNCP applies the following standards to all students receiving federal Title IV aid and all students receiving any other financial aid, including institutionally and state funded sources.

All students (full time, part time, graduate and undergraduate) who wish to qualify for financial aid while attending UNCP must meet certain standards of Satisfactory Academic Progress (SAP). These standards include a minimum cumulative grade point average (GPA), a minimum credit hour completion rate and the completion of a degree or program of study within a maximum number of credit hours.

For purposes of determining satisfactory academic progress status and eligibility for financial aid, a student's academic record is evaluated at the end of each Spring semester and at the time s/he applies for financial aid. If a student has a break in enrollment or is suspended or dismissed, then his/her SAP will be reviewed upon the student's return to UNCP. This evaluation will include a student's entire academic record at UNCP and will compare the student's academic record to the standards of Satisfactory Academic Progress. These standards are applied to all semesters or terms during which the student was enrolled, regardless of whether the student received financial aid for those prior terms of enrollment.

Students who fail to meet one or more of the SAP standards at the time their progress is reviewed are not eligible for financial aid, including summer terms. The Office of Financial Aid will notify students of their failure to meet the standards of SAP. Each student is responsible for knowing his/her own status, whether or not s/he receives this notification. Students may view their SAP status via BraveWeb or by contacting the Office of Financial Aid.

Undergraduate Students

Minimum Cumulative Grade Point Average (GPA):

Undergraduate students' cumulative grade point average (GPA) must meet the University standards of a 2.0 for all attempted hours.

Graduate students must maintain the appropriate GPA as defined and monitored by the Graduate School.

Financial aid eligibility will be canceled immediately for any student who is academically suspended or academically dismissed. Students remain ineligible for financial aid during the dismissal or suspension period.

Minimum Credit Hour Completion Rate:

All students must earn a minimum of two-thirds or 67% of the credit hours that they have attempted including transfer hours. To determine a student's credit hour completion rate, divide the total earned credit hours by the total number of credit hours attempted at UNCP.

Example: The student below has earned 82 credit hours at UNCP and transferred in 62 earned hours for a total of 144 earned credit hours. This student has attempted 109 hours at UNCP and transferred in 62 attempted hours for a total of 171 attempted credit hours. Divide 144 (earned credit hours) by 171 (attempted credit hours). This student's credit hour completion rate is 84%.

	Attempted Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
UNCP	109	82	82	90	202.90	2.254
Transfer	62	62	62	0	0	.000
Degree	171	144	144	90	202.90	2.254

To earn hours at UNCP, a student must receive a grade of A, B, C, D, or P including + or -. All other grades including F, I, W, AU or NR do not earn hours. If a student withdraws from a class after the drop/add period, those credit hours for which the student earns a grade of W are counted as attempted but not earned hours. Therefore, withdrawing from classes after the drop/add period will negatively affect the student's ability to satisfy the minimum percentage completion rate

requirement.

If a student repeats a course, both the original and the repeated courses will count toward the attempted and earned credit hours. Courses for which a student earns a grade of incomplete (I) are counted as attempted but not earned credit hours. If a student receives a grade in place of an incomplete after his/her academic progress has been evaluated, it is the responsibility of the student to notify the Office of Financial Aid.

Completion of a Degree or Program of Study within a Maximum Time Frame:

Each student has a maximum time frame during which s/he can receive financial aid. To remain eligible for financial aid at UNCP, undergraduate and graduate students must complete their degree program requirements within 150 percent of the published length of their degree program. All attempted hours are counted, including transfer hours, whether or not financial aid was received, or whether or not the coursework was successfully completed.

As an example, if an undergraduate degree program requires 120 semester credit hours to complete, then a student is eligible for financial aid during the first 180 attempted credit hours. ($120 \times 150\% = 180$ maximum attempted credit hours for financial aid eligibility).

A student's academic load is determined at the end of the drop/add period each semester. If a student reduces his/her course load below the minimum, the Office of Financial Aid must be notified and some aid funds may have to be repaid. The student is responsible for notifying the OFA if a reduction occurs or is contemplated.

Undergraduate Second Degree Students

A student working toward a second or subsequent baccalaureate degree is expected to make the same satisfactory progress and enroll for the same minimum course load when receiving financial aid as that stated above. These students will normally be eligible for loans only, and eligibility will be limited to no more than two additional academic years. All attempted hours at UNCP, as well as transfer hours are counted toward the maximum attempted hours for all students. The number of hours is not reset based on completion of a prior Undergraduate degree.

Graduate Students

All graduate students must earn a minimum of two-thirds or 67% of the credit hours that they have attempted, including transfer hours, in order to be considered as making satisfactory academic progress for financial aid purposes, regardless of whether the hours attempted are at the undergraduate or graduate level.

Graduate students must complete their degree within the 150% maximum time frame. Students admitted to the Graduate School on a provisional basis will receive financial aid for one academic year only. Provisional admits must be fully accepted/admitted to the Graduate School in order to be eligible for financial aid beyond their first academic year.

To be considered full-time, students must enroll for at least nine (9) graduate hours each semester. Academic load is determined at the end of the drop/add period each semester. If hours

are dropped below these levels, the student must notify the Office of Financial Aid, and some funds may have to be repaid.

Withdrawing From Classes

If a student withdraws from a semester in which he/she is receiving financial aid, the student may be required to repay some or all of the financial aid received for the term. The amount to be repaid depends on the date of withdrawal. Federal regulations state that a student earns financial aid by remaining in class for at least 61% of the semester in which aid is being received. If a student withdraws prior to that time, the Financial Aid Office will determine the amount to be returned after performing a federal calculation at the point of withdrawal. Students may owe a balance to the University in these cases. Specific information regarding the University's refund for not completing the entire semester may be obtained from the Student Accounts Office.

Incompletes

For a discussion of how incomplete grades and audited courses are figured in the quality points averages, please see the University Catalog under Academic Procedures and Policies. Withdrawals and incompletes are considered attempted but not earned hours. Audited courses are not considered as attempted nor earned credits. Financial aid is not awarded for audited courses.

Repeated Coursework

If a student repeats a course, both the original course and the repeated course will count toward attempted and earned credit hours. Both attempts will also count in the GPA calculation in accordance with the University's Repetition of Coursework policy. Students should be aware that financial aid may not cover all repeated courses.

Most financial aid programs will cover only one repeat of a previously passed course. Students considering repeating a previously passed course are strongly encouraged to consult with the Office of Financial Aid regarding repeated coursework.

Unofficial Withdrawals/Receiving All F's in a Semester

If a student who began attendance and has not officially withdrawn fails to earn a passing grade in at least one course of a semester, UNCP must assume, for financial aid purposes, that the student has unofficially withdrawn. Professors are required to report a last day of attendance for any non-passing grade. The OFA will use this last day of attendance to determine a student's unofficial withdrawal date. Students who are unofficially withdrawn will be required to pay financial aid back based on the federal calculation, using the last day of attendance as the withdrawal date. Students may owe a balance to the University in these cases.

Dropping Classes

If a student withdraws from a class after the census date and receives a "W," no financial aid will need to be paid back. However, if a student has a class completely removed from his/ her transcript, some financial aid may need to be paid back. Students may owe a balance to the University in these cases.

Teacher Certification Students

If a student is taking at least six hours per semester toward a teacher certification, according to federal regulations, a Document of Intent Form must be obtained from the Education Department stating that the student is pursuing a certification in order to qualify for federal student loans.

Special Admitted Graduate Students

If a student has been granted a "special admit" status through the Graduate School and is taking at least three hours per semester, according to federal regulations, a letter from the Dean of the Graduate School must be obtained stating that the student has been conditionally admitted to the program. These classes must be pre-requisites in the student's major in order for him/her to qualify for federal student loans.

Regaining Eligibility for Financial Aid

Students who have failed to meet one or more of the SAP requirements are not eligible for financial aid. However, financial aid eligibility may be regained if:

- The student raises his/her cumulative GPA to the minimum standard as defined in this Satisfactory Academic Progress Policy requirements through hours earned at UNCP within the student's program of study (without financial aid);
- And/or, the student's credit hour completion rate has been brought up to the standard as defined in this Satisfactory Academic Progress Policy requirements by successfully completing coursework within the program of study at UNCP (without financial aid).

Appeals Process

Students who do not meet satisfactory academic standards will be subject to a strict monitoring policy and appeals process with the intention of moving the students toward academic progress and graduation. Student grades will be reviewed at the completion of the spring semester to determine eligibility for the following academic year unless the student has a break in enrollment or is suspended/ dismissed, then SAP will be reviewed at that time.

The monitoring policy and appeals process is as follows:

Financial Aid Probation - If a student does not meet satisfactory academic progress, s/he will be denied his/her financial aid. The student will be allowed to appeal this decision by submitting an appeal which must include an attached academic plan that, if followed, will ensure that the student is able to meet this SAP policy by a specific point in time. A staff member from the Center for Student Success division will meet with the student to complete the *Financial Aid Academic Progress Improvement Plan* that outlines how tutoring or other support services provided by the University will be used to help assure academic improvement in the future, and will report on the student's compliance with the plan at the end of the probationary semester(s). Appeals must include a detailed description of the extenuating circumstances that occurred during the time frame in which the student failed to meet this policy. The appeal must also include all necessary documentation to support the existence of the circumstances described and evidence that the circumstances have been resolved. The appeal must include the *Financial Aid Academic Progress Improvement Plan* as a written plan for academic success in the coming academic term(s). Events/circumstances that merit an appeal include, but are not limited to:

- Personal or family emergency
- Death or extended illness of an immediate family member which results in greater family responsibilities for the student
- Unanticipated, serious medical difficulty (excluding chronic conditions - students are responsible for properly balancing

- school work with known chronic conditions)
- Serious psychological difficulty

The appeals and all attached documentation will be reviewed by a committee. If a student's appeal is approved, s/he is subject to the probation requirements as follows:

- No earned grades below a C (including a C-)
- No withdrawals (grades of W)
- No incompletes (grades of I)

Students seeking to reestablish eligibility for financial aid by submitting an appeal remain ineligible for financial aid or deferment of payment until the appeals process is complete and a decision has been determined by the Committee. Students should be prepared to pay tuition, fees and other educational expenses until s/he has been approved to receive financial aid.

If a student's appeal is not approved, that student will not be eligible for financial aid. A student whose appeal has been denied cannot appeal again unless there are material changes in his/her academic record. Material changes to an academic record can include, but are not limited to, processing grade replacements, clearing an incomplete, successfully attending another institution and transferring the credit back to UNCP, or attending a semester at UNCP at the student's own expenses and meeting all three of the SAP standards.

Financial Aid Suspension - If a student's financial aid appeal was approved and that student does not meet the probation requirements (as shown by grades or by a negative report from the Center for Student Success staff), that student will automatically lose their financial aid for one academic year. One academic year is defined as two consecutive semesters fall/spring or spring/fall. A student whose financial aid is suspended for a spring/fall period will not be eligible for financial aid during summer sessions occurring between the spring/fall semesters. If a student fails to meet SAP, a new Financial Aid Academic Improvement Plan may be developed.

College of Arts and Sciences

Dean: Richard Gay

Associate Dean: Ashley Batts Allen

Associate Dean: Joanna Ross Hersey

The College of Arts and Sciences is composed of 14 academic departments offering a variety of programs leading to bachelor's degrees, including the Bachelor of Arts, Bachelor of Science, and Bachelor of Music. Students interested in any of these programs should consult the department descriptions in this section of the catalog.

Master's degrees, including the Master of Public Administration with concentrations in Criminal Justice, Emergency Management, and Health Administration, and the Master of Arts in English Education, Mathematics Education, Science Education, and Social Studies Education, are available through the Graduate School. Students interested in any of these programs should consult [The Graduate School](#) section of the catalog.

Health Professions Programs

The Department of Biology and the Department of Chemistry and Physics provide curricula that meet the requirements for admission into most schools of medicine, dentistry, veterinary science, and medical technology. In addition, students wishing to pursue a degree in a variety of other health related professions such as pharmacy, optometry, physical therapy, etc., can obtain some of the required college preparation (generally two years) at UNC Pembroke prior to transfer to the appropriate professional school. In each case, admission to the professional school is competitive, and completion of the prescribed curriculum at UNCP does not guarantee such admission. Because entrance requirements vary with the profession and with individual schools, it is the responsibility of the student to be familiar with the requirements of the specific school to which he or she plans to apply. Advice or assistance can be obtained from the Health Careers Pre-Health Advisor, or from any biology or chemistry faculty member.

Pre-Health Pathways and Degree Programs that Lead to the Health Professions

Pathways	Degree Programs
Pre-Medical, Pre-Dental, Pre-Pharmacy, Pre-Physician Assistant, Pre-Medical Research, Pre-Medical Technology, Pre-Optometry, Pre-Nursing, Pre-Public Health, Pre-Physical/Occupational Therapy, Pre-Chiropractic Medicine, Pre-Podiatry, Pre-Veterinary Medicine	B.S. Biology, B.S. Chemistry, B.S. Applied Physics, B.S. Psychology, B.S. Mathematics, B.S.N. Nursing (in College of Health Sciences)

Preprofessional Curricula in Medicine

Although a B.S. degree is technically not a prerequisite for each medical school programs, the large majority of students who apply and are accepted do hold an undergraduate degree. It is therefore recommended that students interested in these areas pursue a B.S. degree. The Department of Biology and the Department of Chemistry and Physics offer B.S. programs with biomedical emphasis and pre-health professions that enable a student to meet requirements for most professional schools. These programs are detailed in the program descriptions of the Department of Biology and the Department of Chemistry and Physics.

Department of American Indian Studies

Chair: Mary Ann Jacobs

Faculty: Jane Haladay, Jamie Mize

The University of North Carolina at Pembroke was established in 1887 as an institution for Native Americans. Since 1953, it has had a multi-racial student body. Because of its heritage, the University, through this Department, offers a program to educate students about the rich diversity of American Indian history and culture, to promote research and scholarship concerning American Indian issues, and to prepare students for professional or scholarly careers.

The Department offers a B.A., a minor, and an academic concentration in American Indian Studies. Students are encouraged to select courses that touch on as many different aspects of American Indian history and culture as possible.

Programs

Major

- [American Indian Studies, B.A.](#)

Minor

- [American Indian Studies Minor](#)

Academic Concentration

- [American Indian Studies Academic Concentration](#)

Courses

American Indian Studies

- [AIS 1010. Introduction to American Indian Studies \(3 credits\)](#)
- [AIS 1050. Introduction to Cultural Anthropology \(3 credits\)](#)
- [AIS 1100. History of the American Indian to 1865 \(3 credits\)](#)
- [AIS 1110. History of the American Indian since 1865 \(3 credits\)](#)
- [AIS 2010. American Indian Cultures \(3 credits\)](#)
- [AIS 2030. American Indian Museum Studies \(3 credits\)](#)
- [AIS 2130. American Indian Religious Traditions \(3 credits\)](#)
- [AIS 2170. North American Indian Art \(3 credits\)](#)
- [AIS 2200. Native American Literature \(3 credits\)](#)
- [AIS 2310. Race, Culture, and the Lumbee Experience \(3 credits\)](#)
- [AIS 2390. American Indian Education \(3 credits\)](#)
- [AIS 2410. Environmental Literature \(3 credits\)](#)
- [AIS 3240. Indians of Latin America \(3 credits\)](#)
- [AIS 3260. Indians of the Southeast \(3 credits\)](#)
- [AIS 3400. American Indians and Film \(3 credits\)](#)
- [AIS 3440. The Native American Novel \(3 credits\)](#)
- [AIS 3470. Native American Poetry \(3 credits\)](#)
- [AIS 3600. History and Culture of the Lumbee \(3 credits\)](#)
- [AIS 3880. Native American Populations \(3 credits\)](#)
- [AIS 3950. Archaeology in North Carolina \(3 credits\)](#)
- [AIS 4020. Federal Policy and the American Indian \(3 credits\)](#)
- [AIS 4040. Field Methods in Archaeology \(3 credits\)](#)
- [AIS 4050. Contemporary Issues of American Indians \(3 credits\)](#)
- [AIS 4150. Amerindian Oral Traditions \(3 credits\)](#)
- [AIS 4230. Indigenous Women \(3 credits\)](#)
- [AIS 4500. Seminar in Native American Literature \(3 credits\)](#)
- [AIS 4520. Meso-America Before European Contact \(3 credits\)](#)
- [AIS 4600. American Indian Health \(3 credits\)](#)
- [AIS 4610. American Indian Law \(3 credits\)](#)
- [AIS 4640. Colonial Encounters in the Eastern Woodlands \(3 credits\)](#)

- [AIS 4650. Indian Residential and Boarding School Narratives \(3 credits\)](#)
- [AIS 4660. Indian Slavery in Colonial North America \(3 credits\)](#)
- [AIS 4990. Independent Study in American Indian Studies \(3 credits\)](#)

Special Topics in American Indian Studies

- [AIS 4620. Gender & Power in Native North America to 1900 \(3 credits\)](#)
- [AISS 2xxx. Special Topics in American Indian Studies \(1-3 credits\)](#)
- [AISS 4xxx. Special Topics in American Indian Studies \(1-3 credits\)](#)

Department of Art

Chair: Carla Rokes

Faculty:

Joseph Begnaud⁵, Jessica Dupuis, Robert Epps³, Richard Gay¹, Naomi Lifschitz-Grant^{2,4}, Brandon Sanderson⁶, Adam Walls

¹ Dean, College of Arts and Sciences

² Art Education Graduate Director

³ Media Integration Studies Minor Coordinator

⁴ Art Education Undergraduate Coordinator

⁵ A.D. Gallery Director

⁶ PURC (Pembroke Undergraduate Research and Creativity Center) Director

The mission of the Art Department is two fold: 1) contribute a necessary and integral component to the mission of the University by providing opportunities for broad artistic and intellectual development of the University body; and 2) specifically nurture and support the quality education of those who have chosen fine arts as a professional goal either as producing artists or as teachers.

The faculty is committed to excellence in teaching, research, and service to the university and the community. The Department strives to provide a learning environment which nurtures not only the artistic spirit but also the professionalism of the prospective art teacher as well. The studio and art history programs lead to study at the graduate level or employment. The Art Education program leads to teacher licensure in grades K-12.

Students must complete a sophomore portfolio review designed to demonstrate competencies in foundations; therefore, all foundation courses should be completed by December of the sophomore year.

Before graduating from either program, seniors are required to present acceptable exhibitions of work from their areas of concentration and undergo a critique of that exhibition by faculty.

Programs

Major

- [Art, Art Education Licensure \(K-12\) Track, B.A.](#)
- [Art, Art History Track, B.A.](#)
- [B.A. in Art: Studio Track](#)

Minor

- [Art History Minor](#)

- [Media Integration Studies Minor](#)
- [Studio Art Minor](#)

Academic Concentration

- [Art Academic Concentration](#)

Courses

Art

- [ART 1010. Elements of Design \(3 credits\)](#)
- [ART 1020. Three-Dimensional Design \(3 credits\)](#)
- [ART 1050. Introduction to Sculpture \(3 credits\)](#)
- [ART 1110. Ceramics: Introduction to Hand Building \(3 credits\)](#)
- [ART 1120. Ceramics: Introduction to the Wheel \(3 credits\)](#)
- [ART 1320. Introduction to Drawing \(3 credits\)](#)
- [ART 1330. Introduction to Painting \(3 credits\)](#)
- [ART 1400. Introduction to Printmaking \(3 credits\)](#)
- [ART 1450. Digital Arts Appreciation \(3 credits\)](#)
- [ART 1500. Introduction to Digital Arts \(3 credits\)](#)
- [ART 2050. Art Appreciation \(3 credits\)](#)
- [ART 2080. Survey of Art I: Ancient through Medieval \(3 credits\)](#)
- [ART 2090. Survey of Art II: Renaissance through Contemporary \(3 credits\)](#)
- [ART 2150. Figure Drawing \(3 credits\)](#)
- [ART 2170. North American Indian Art \(3 credits\)](#)
- [ART 2320. Intermediate Drawing \(3 credits\)](#)
- [ART 2330. Intermediate Painting \(3 credits\)](#)
- [ART 2350. Intermediate Sculpture \(3 credits\)](#)
- [ART 2400. Intermediate Printmaking \(3 credits\)](#)
- [ART 2410. Intermediate Ceramics \(3 credits\)](#)
- [ART 2500. Intermediate Digital Arts \(3 credits\)](#)
- [ART 3000. Advanced Digital Arts I \(3 credits\)](#)
- [ART 3050. Art Education Methods in Grades K-6 \(3 credits\)](#)
- [ART 3080. Art Education Field Experiences for Grade K-12 \(3 credits\)](#)
- [ART 3090. Art Education Secondary Methods \(3 credits\)](#)
- [ART 3150. Advanced Sculpture I \(3 credits\)](#)
- [ART 3200. Advanced Drawing I \(3 credits\)](#)
- [ART 3310. Advanced Painting I \(3 credits\)](#)
- [ART 3410. Advanced Ceramics I \(3 credits\)](#)
- [ART 3500. Advanced Printmaking I \(3 credits\)](#)
- [ART 3700. Ancient Greek Art \(3 credits\)](#)
- [ART 3710. Ancient Roman Art \(3 credits\)](#)
- [ART 3730. Italian Renaissance Art \(3 credits\)](#)
- [ART 3750. Art of the United States \(3 credits\)](#)
- [ART 3800. Introduction to Media Integration \(3 credits\)](#)
- [ART 4000. Art Education Internship Seminar \(3 credits\)](#)
- [ART 4031. Professional Art Practices \(3 credits\)](#)
- [ART 4140. Advanced Sculpture II \(3 credits\)](#)
- [ART 4150. Advanced Sculpture III \(3 credits\)](#)
- [ART 4320. 20th-Century Art \(3 credits\)](#)
- [ART 4330. Contemporary Art \(3 credits\)](#)
- [ART 4340. Advanced Painting II \(3 credits\)](#)
- [ART 4350. Advanced Painting III \(3 credits\)](#)
- [ART 4400. Advanced Ceramics II \(3 credits\)](#)
- [ART 4410. Advanced Ceramics III \(3 credits\)](#)
- [ART 4490. Internship in Art Education \(9 credits\)](#)

- [ART 4580. Intermediate Media Integration \(3 credits\)](#)
- [ART 4620. Advanced Digital Arts II \(3 credits\)](#)
- [ART 4630. Advanced Digital Arts III \(3 credits\)](#)
- [ART 4690. Advanced Drawing II \(3 credits\)](#)
- [ART 4700. Advanced Drawing III \(3 credits\)](#)
- [ART 4750. Drawing into New Forms \(3 credits\)](#)
- [ART 4800. Advanced Media Integration \(3 credits\)](#)
- [ART 4810. Advanced Printmaking II \(3 credits\)](#)
- [ART 4820. Advanced Printmaking III \(3 credits\)](#)
- [ART 4990. Independent Study in Art \(1-3 credits\)](#)
- [ART 5810. Internship in K-12 Art Education \(3 credits\)](#)

Special Topics in Art

- [ARTS 1xxx. Special Topics in Art History \(3 credits\)](#)
- [ARTS 2xxx. Special Topics \(3 credits\)](#)
- [ARTS 3xxx. Special Topics \(3 credits\)](#)
- [ARTS 4xxx. Special Topics \(3 credits\)](#)

Department of Biology

Chair: Velinda Worix

Faculty: Tim Anderson, Mary Ash³, Ben A. Bahr⁶, Kaitlin Campbell, Courtney Carroll, Chrisha Dolan, Rita Hagevik⁵, Leon S. Jernigan, Jr.^{1,2}, Lisa Kelly, Harold D. Maxwell, David W. Morse, Brandi Norman, Maria Pereira⁴, Robert E. Poage, Amber Rock, John Roe, Bryan Sales, Conner L. Sandefur, Maria S. (Marisol) Santisteban, Marilu Santos, Katherine Thorington, Crystal Walline, Joseph White, Erika Young, Mary (Meg) Zets

¹Assistant Chair

²Environmental Science Coordinator

³Science Education Undergraduate Coordinator

⁴Biotechnology Program Director

⁵Science Education Graduate Director

⁶William C. Friday Distinguished Professor of Molecular Biology and Biochemistry

The objectives of the Biology Department are to afford students an opportunity to gain an understanding of themselves and their environment and thus prepare themselves for taking a fuller, more satisfying role in society; to train students in their ability to reason inductively and deductively; to encourage original thought; to prepare teachers in the biological sciences for the elementary and secondary school; and to provide a background in subject matter and laboratory skills for curricula in which the fundamentals of the various sciences are used.

The department offers programs leading to the Bachelor of Science degree in Biology with indicated track, the Bachelor of Science degree in Environmental Science, the Bachelor of Science degree in Science Education. Students should consult the department head for details of each program.

Course offerings in the interdisciplinary Bachelor of Science Degree program in Science Education are offered through the Biology Department.

Biology (with tracks in Botany, Zoology, Molecular Biology, Or Environmental Biology possible)
Biology - Biomedical Emphasis
Biology - Pre-Physical Therapy/Pre-Occupational Therapy
Environmental Science (with track in Sustainable Agriculture available)
Science Education (with concentrations in Biology 9-12, Chemistry 9-12, Earth Science 9-12 Physics 9-12, or Middle Grades Science 6-9)

Science Education Major

Coordinator: Mary C. Ash

Several interdisciplinary programs prepare science educators to teach middle school (6-9) or high school (9-12) science. See below for descriptions of the programs of study for the B.S. in Science Education (6-9) and the B.S. in Science Education (9-12).

Programs

Major

- [Biology, Botany Track, B.S.](#)
- [Biology, Environmental Biology Track, B.S.](#)
- [Biology, Molecular Biology Track, B.S.](#)
- [Biology, No Track, B.S.](#)
- [Biology, Zoology Track, B.S.](#)
- [Biology: Agricultural Science Emphasis](#)
- [Biology: Biomedical Emphasis, B.S.](#)
- [Biology: Pre-Physical Therapy Emphasis, B.S.](#)
- [Biology:Biotechnology Emphasis, B.S.](#)
- [Environmental Science, B.S.](#)
- [Science Education, Biology \(9-12\) Concentration, B.S.](#)
- [Science Education, Chemistry \(9-12\) Concentration, B.S.](#)
- [Science Education, Earth Science \(9-12\) Concentration, B.S.](#)
- [Science Education, Middle Grades Science \(6-9\) Concentration, B.S.](#)
- [Science Education, Physics \(9-12\) Concentration, B.S.](#)

Minor

- [Biology Minor](#)
- [Sustainable Agriculture Minor](#)

Academic Concentration

- [Biology Academic Concentration](#)

Courses

Biology

- [BIO 1000. Principles of Biology \(3 credits\)](#)
- [BIO 1010. General Botany \(4 credits\)](#)
- [BIO 1020. General Zoology \(4 credits\)](#)
- [BIO 1030. Basic Human Biology \(3 credits\)](#)
- [BIO 1040. Introduction to Animal Science \(3 credits\)](#)
- [BIO 1060. Exploring Life's Diversity \(3 credits\)](#)
- [BIO 2010. Techniques in Horticulture \(4 credits\)](#)
- [BIO 2040. Vertebrate Zoology \(3 credits\)](#)
- [BIO 2050. Animal Behavior \(3 credits\)](#)
- [BIO 2110. Anatomy and Physiology I \(4 credits\)](#)
- [BIO 2120. Anatomy and Physiology II \(4 credits\)](#)
- [BIO 2410. Principles of Animal Nutrition \(3 credits\)](#)

- [BIO 2420. Beekeeping \(3 credits\)](#)
- [BIO 2500. Ornithology \(4 credits\)](#)
- [BIO 3010. Entomology \(4 credits\)](#)
- [BIO 3015. Medicinal and Poisonous Plants \(3 credits\)](#)
- [BIO 3020. Greenhouse Management \(4 credits\)](#)
- [BIO 3025. Natural History of Costa Rica \(3 credits\)](#)
- [BIO 3040. Principles of Ecology \(4 credits\)](#)
- [BIO 3050. Introductory Mycology \(3 credits\)](#)
- [BIO 3100. Invertebrate Zoology \(4 credits\)](#)
- [BIO 3150. Microbiology \(4 credits\)](#)
- [BIO 3180. Principles of Genetics \(4 credits\)](#)
- [BIO 3190. Animal Parasitology \(4 credits\)](#)
- [BIO 3200. Developmental Biology \(3 credits\)](#)
- [BIO 3400. Plant Systematics \(4 credits\)](#)
- [BIO 3420. Pollution Ecology \(3 credits\)](#)
- [BIO 3540. Plant Physiology \(4 credits\)](#)
- [BIO 3710. Cell Biology \(4 credits\)](#)
- [BIO 3750. Neurobiology \(4 credits\)](#)
- [BIO 3810. Immunology \(3 credits\)](#)
- [BIO 4010. Agriculture Internship \(3 credits\)](#)
- [BIO 4100. Marine Biology \(3 credits\)](#)
- [BIO 4130. Molecular Biology \(4 credits\)](#)
- [BIO 4140. Biogeography \(3 credits\)](#)
- [BIO 4220. Evolution \(3 credits\)](#)
- [BIO 4310. Biometrics \(4 credits\)](#)
- [BIO 4320. Conservation Biology \(4 credits\)](#)
- [BIO 4510. Small Farming Systems \(4 credits\)](#)
- [BIO 4610. Animal Physiology \(4 credits\)](#)
- [BIO 4700. Reading and Writing in the Natural Sciences \(3 credits\)](#)
- [BIO 4950. Biology Seminar \(1 credit per semester, repeatable up to 4 credits\)](#)
- [BIO 4990. Research in Biology \(1-3 credits per semester\)](#)

Biology Laboratory

- [BIOL 1000. Laboratory Investigations and Experiences in General Biology \(1 credit\)](#)

Special Topics in Biology

- [BIOS 3xxx. Special Topics in Biology \(1-4 credits\)](#)

Biotechnology

- [BTEC 3220. Biotechnology I \(4 credits\)](#)
- [BTEC 3510. Bioprocessing \(3 credits\)](#)
- [BTEC 3610. Bioseparations Technology \(3 credits\)](#)
- [BTEC 4300. Principles of Medical Biotechnology \(3 credits\)](#)
- [BTEC 4900. Internship/Co-op \(3 credits\)](#)

Special Topics in Biotechnology

- [BTES 4xxx. Special Topics in Biotechnology \(3 credits\)](#)

Environmental Science

- [ENV 1100. Environmental Science \(3 credits\)](#)
- [ENV 2200. Field Botany \(4 credits\)](#)
- [ENV 2300. Field Zoology \(4 credits\)](#)
- [ENV 2400. Field Microbiology \(4 credits\)](#)
- [ENV 2450. Principles of Sustainable Agriculture \(4 credits\)](#)
- [ENV 3100. Freshwater Ecosystems and Watershed Management \(4 credits\)](#)
- [ENV 3200. Soils and Hydrology \(4 credits\)](#)
- [ENV 3250. Plant Cropping and Weed Management \(3 credits\)](#)
- [ENV 4100. Environmental Laws and Regulations \(3 credits\)](#)
- [ENV 4200. Pest Management \(4 credits\)](#)

- [ENV 4900. Internship \(3 credits\)](#)

Science Education

- [SCE 3000. Early Experiences for Prospective Science Teachers \(1 credit\)](#)
- [SCE 3010. Early Laboratory Experiences for Prospective Science Teachers \(2 credits\)](#)
- [SCE 3500. The Teaching of Science in the Middle Grades \(6-9\) \(3 credits\)](#)
- [SCE 4000. Teaching Science in the Secondary School \(3 credits\)](#)
- [SCE 4490. Internship in Science in Middle/Secondary Schools \(9 credits\)](#)
- [SCE 4750. Professional Seminar in Middle/Secondary Science \(3 credits\)](#)

Department of Chemistry and Physics

Chair: Sivanadane Mandjiny

Faculty: Ben A. Bahr¹, William D. Brandon², Thomas A. Dooling, Paul A. Flowers, Leonard D. Holmes, Benjamin J. Killian, Mark McClure, Tikaram Neupane, Quinton Rice³, Felicia Scott, Steven Singletary, Rachel B. Smith, Meredith L. Storms, Roland Stout, Cornelia Tirla, Sailaja Vallabha

¹William C. Friday Distinguished Professor of Molecular Biology and Biochemistry

²Pre-Engineering/'3+2' Program Coordinator/³Physics Coordinator

The Chemistry and Physics Department offers a Bachelor of Science degree in Chemistry, a Bachelor of Science degree in Applied Physics, and a Bachelor of Science degree in Biotechnology (in conjunction with the Department of Biology).. The Chemistry program is approved by the American Chemical Society and offers specializations within the B.S. degree program in the following areas: (1) Professional, (2) Environmental, (3) Biotechnology, (4) Pre-Health Professions, (5) Pre-Pharmacy, and (6) Forensic Chemistry. Students completing these programs have been successful at entering professional schools, gaining employment in government and industry, and pursuing graduate studies in chemistry.

The Chemistry and Physics Department also offers a pre-engineering program. This two-year program prepares students for entry into an engineering program at North Carolina A & T State University, North Carolina State University, and the University of North Carolina at Charlotte.

The Department cooperates with the Biology Department in offering required chemistry and physics courses for the B.S. in Science Education.

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the Chemistry and Physics Department offers an Academic Concentration in Physics.

Programs

Major

- [Applied Physics, B.S.](#)
- [Chemistry, Analytical, B.S.](#)
- [Chemistry, Environmental, B.S.](#)
- [Chemistry, Forensic, B.S.](#)
- [Chemistry, General, B.S.](#)

- [Chemistry, Molecular Biotechnology, B.S.](#)
- [Chemistry, Pre-Health Professions, B.S.](#)
- [Chemistry, Pre-Pharmacy, B.S.](#)
- [Chemistry, Professional, B.S.](#)
- [Dual Degree \(3+2\) Program at UNCP and NCSU](#)

Minor

- [Chemistry Minor](#)
- [Physics Minor](#)

Academic Concentration

- [Physics Academic Concentration](#)

Pre-Professional

- [Pre-Engineering](#)

Courses

Chemistry

- [CHM 1100. General Chemistry Laboratory I \(1 credit\)](#)
- [CHM 1110. General Chemistry Laboratory II \(1 credit\)](#)
- [CHM 1120. Chemistry for Health Sciences Laboratory I \(1 credit\)](#)
- [CHM 1130. Chemistry for Health Sciences Laboratory II \(1 credit\)](#)
- [CHM 1300. General Chemistry I \(3 credits\)](#)
- [CHM 1310. General Chemistry II \(3 credits\)](#)
- [CHM 1400. Chemistry for Health Sciences I \(3 credits\)](#)
- [CHM 1410. Chemistry for Health Sciences II \(3 credits\)](#)
- [CHM 1990. Introduction to Research in Chemistry \(1 credit\)](#)
- [CHM 2260. Elementary Inorganic Chemistry \(4 credits\)](#)
- [CHM 2270. Analytical Chemistry \(4 credits\)](#)
- [CHM 2300. Basic Environmental Chemistry \(4 credits\)](#)
- [CHM 2500. Organic Chemistry I \(3 credits\)](#)
- [CHM 2510. Organic Chemistry II \(3 credits\)](#)
- [CHM 2520. Organic Chemistry Laboratory I \(1 credit\)](#)
- [CHM 2530. Organic Chemistry Laboratory II \(1 credit\)](#)
- [CHM 3110. Biochemistry \(3 credits\)](#)
- [CHM 3120. Experimental Methods in Biochemistry \(1 credit\)](#)
- [CHM 3210. Biochemistry II \(3 credits\)](#)
- [CHM 3240. DNA Analysis Laboratory \(1 credit\)](#)
- [CHM 3980. Chemical Literature \(2 credits\)](#)
- [CHM 3990. Research in Chemistry \(1-3 credits\)](#)
- [CHM 4100. Physical Chemistry I \(4 credits\)](#)
- [CHM 4110. Physical Chemistry II \(4 credits\)](#)
- [CHM 4200. Forensic Chemistry \(4 credits\)](#)
- [CHM 4260. Advanced Inorganic Chemistry \(4 credits\)](#)
- [CHM 4270. Instrumental Analysis \(4\)](#)
- [CHM 4800. Internship in Chemistry \(1-4 credits\)](#)
- [CHM 4990. Independent Study in Chemistry \(1-3 credits\)](#)

Special Topics in Chemistry

- [CHMS 44xx.. Special Topics in Chemistry \(1-3 credits\)](#)
- [CHMS 49xx.. Seminar \(1 credit\)](#)

Engineering

- [EGR 2000. Engineering Statics \(3 credits\)](#)
- [EGR 2010. Engineering Dynamics \(3 credits\)](#)
- [EGR 2050. Engineering Graphics \(2 credits\)](#)

Physical Science

- [PHS 1080. Physical Science Laboratory I \(1 credit\)](#)
- [PHS 1090. Physical Science Laboratory II \(1 credit\)](#)

- [PHS 1100. Physical Science I \(3 credits\)](#)
- [PHS 1110. Physical Science II \(3 credits\)](#)
- [PHS 1140. Physics of Music \(3 credits\)](#)
- [PHS 1160. Exploring Man's Energy Choices \(3 credits\)](#)
- [PHS 1560. Astronomy \(3 credits\)](#)
- [PHS 1570. Astronomy Laboratory \(1 credit\)](#)
- [PHS 2460. Weather and Climate \(3 credits\)](#)

Physics

- [PHY 1000. Elementary Physics I \(3 credits\)](#)
- [PHY 1010. Elementary Physics II \(3 credits\)](#)
- [PHY 1200. Science and Computing \(2 credits\)](#)
- [PHY 1500. College Physics I \(3 credits\)](#)
- [PHY 1510. College Physics II \(3 credits\)](#)
- [PHY 1560. College Physics Lab I \(1 credit\)](#)
- [PHY 1570. College Physics Lab II \(1 credit\)](#)
- [PHY 2000. University Physics I \(3 credits\)](#)
- [PHY 2010. University Physics II \(3 credits\)](#)
- [PHY 2060. University Physics Laboratory I \(1 credit\)](#)
- [PHY 2070. University Physics Laboratory II \(1 credit\)](#)
- [PHY 2180. Optics \(3 credits\)](#)
- [PHY 2210. Hardware and Software Concepts \(3 credits\)](#)
- [PHY 2560. Modern Physics \(4 credits\)](#)
- [PHY 2600. Astrophysics \(3 credits\)](#)
- [PHY 2880. Methods of Computational Science \(3 credits\)](#)
- [PHY 3000. Classical Mechanics \(3 credits\)](#)
- [PHY 3200. Electricity and Magnetism \(3 credits\)](#)
- [PHY 3210. Electricity and Magnetism \(3 credits\)](#)
- [PHY 3260. Heat and Temperature \(3 credits\)](#)
- [PHY 3360. Mathematical Physics \(3 credits\)](#)
- [PHY 3410. Biophysics \(3 credits\)](#)
- [PHY 3560. Modern Electronics \(3 credits\)](#)
- [PHY 3880. Advanced Computational Physics \(3 credits\)](#)
- [PHY 3900. Computational Research in Physics \(3 credits\)](#)
- [PHY 4000. Quantum Mechanics \(3 credits\)](#)
- [PHY 4200. Advanced Laboratory I \(3 credits\)](#)
- [PHY 4210. Advanced Laboratory II \(3 credits\)](#)
- [PHY 4990. Independent Study \(1-3 credits\)](#)

Special Topics in Physics

- [PHYS 4xxx. Special Topics \(1-3 credits\)](#)

Department of English, Theatre, and World Languages

← Return to: [College of Arts and Sciences](#)

chair: Wendy P. Miller

Faculty: Nikki Agee, Hannah Baggott Anderson, Michael J. Berntsen, Juan Bobadilla, Youngsuk Chae, Polina Chemishanova^{3,10}, Danielle Chilcote⁶, Aaron Cole, Teagan E. Decker⁸, Elise Dixon⁵, Jonathan W. Drahos⁴, Michele Fazio, Virginia Garnett, Peter Grimes¹¹, Laura Hakala, Holden Hansen, Steven Hedgpeth, Karen Helgeson, Brian Scott Hicks, Eun Hee Jeon, Deana Johnson², Brigitte Knight, Roger A. Ladd⁷, Zachary

Laminack, Ana Cecilia Lara⁹, Autumn Lauzon, Walter E. Lewallen, Milagros López-Fred, Natalie Love, Cynthia Miecznikowski, Sara Oswald, Catherine Parisian, Melissa Schaub¹, Robin L. Snead, Joseph Sweet, Charles Tita, David Underwood, Richard R. Vela, Eric Voecks, Amy Williams, Samantha Wilson

¹Assistant Chair

²Director of College Opportunity Program (COP)

³Director of Composition

⁴Director of Theatre

⁵Director of University Writing Center

⁶Coordinator of Undergraduate English Education

⁷Director of Graduate Program in English Education

⁸Dean, Maynor Honors College

⁹Director of World Languages/Spanish Licensure

¹⁰Director of Writing Intensive Program

¹¹Editor, *Pembroke Magazine*

The Department of English, Theatre, and World Languages educates students and serves the region and the academy through teaching and research in the liberal arts. The Department cultivates insightful readers, articulate writers and speakers, expressive performers, and critical thinkers. Department faculty work to improve literacy, to develop innovative pedagogy, to enhance and showcase creative work, and to expand and transmit disciplinary knowledge.

Through sustained development of students' critical thinking, reading, and writing, the General Education composition sequence lays the foundation for future success. Offerings in literature, foreign languages, and performance broaden and enrich students' perspectives. Graduates of our programs become successful as professionals, graduate students, citizens, leaders, and life-long learners in a diverse global community.

The Department offers majors in English, Spanish, and Theatre and related minors and concentrations. Undergraduate majors prepare students for North Carolina Teacher Licensure in Secondary English, Middle Grades Language Arts 6-9, Spanish K-12, and add-on licensure in English as a Second Language. Graduate Programs in English prepare students for advanced licensure and other professional endeavors.

The Department offers distinctive, realistically conceived, and well-executed programs for (1) the English major; (2) the student seeking North Carolina Teacher Licensure in English, Secondary Education 9-12 (program approved by NCTE), Middle Grades Language Arts Education 6-9, Spanish Licensure K-12, or ESL Add-On Licensure; (3) the Theatre major; (4) the Spanish major; (5) the General Education student, served by a strong Composition program and a wide choice of courses; (6) the Education major seeking an academic concentration in English, Spanish, or Teaching English as a Second Language (TESL); (7) the student majoring in another subject who wishes to develop a minor in an area of English, world languages, or theatre or simply to choose an elective or two; and (8) the in-service teacher, or college graduate with a background in English or a related discipline, seeking post-graduate work in English Education. The Department recognizes that each program has a distinctive philosophy and specific objectives, which are made clear to students involved in each program.

The Department office offers information about advisement and screening procedures for English majors, teacher licensure candidates in English and Spanish, Spanish majors, and Theatre majors. Also available is information about the academic concentrations in English, Spanish, and TESL and minors in Creative Writing, English,

French, Literature, Spanish, TESOL, Theatre, and Professional Writing. These are offered to all students enrolled at the University.

Pembroke Magazine, housed in the Department and founded in 1969 by the late Norman Macleod while he was at UNC Pembroke, focuses on North Carolina, national, and international writers. It publishes both beginning and established writers.

The University Theatre, a performance program housed in the Givens Performing Arts Center, provides a practical laboratory for the theoretical and artistic components of the Theatre Program of the Department.

The Department recommends that all of its majors study a foreign language; six semester hours (or equivalent competency) are required for English majors.

A grade of C (2.0) in ENG 1050 (Composition I) is prerequisite to all literature and language courses at the 2000 level and above except for THE 2500 (Introduction to Theatre). All full-time students enroll in Composition I during their first semester of full-time study and continue consecutively thereafter until they successfully complete both ENG 1050 and ENG 1060.

Programs

Major

- [English, Literary Studies Emphasis, B.A.](#)
- [English, Middle Grades Language Arts \(6-9\) Emphasis, B.A.](#)
- [English, Professional Writing Emphasis, B.A.](#)
- [English, Secondary Education \(9-12\) Emphasis, B.A.](#)
- [Spanish, B.A.](#)
- [Spanish, B.A. with Teacher Licensure \(K-12\)](#)
- [Theatre Arts, B.A.](#)

Minor

- [Creative Writing Minor](#)
- [English Minor](#)
- [French Minor](#)
- [Hispanic Studies Minor](#)
- [Literature Minor](#)
- [Professional Writing Minor](#)
- [Spanish Minor](#)
- [Teaching English to Speakers of Other Languages \(TESOL\) Minor](#)
- [Theatre Minor](#)

Academic Concentration

- [English Academic Concentration](#)
- [Spanish Academic Concentration](#)
- [Teaching English as a Second Language \(TESL\) Academic Concentration](#)

Licensure

- [English as a Second Language Add-On Licensure](#)

Courses

English Education

- [EED 3840. Literature and Reading for Adolescents \(6-12\): Methods and Materials \(3 credits\)](#)
- [EED 3890. The Teaching of Writing and Speech \(6-12\): Methods and Materials \(3 credits\)](#)
- [EED 4020. Methods of Teaching Dramatic Literature and Performance \(3 credits\)](#)
- [EED 4490. Internship for English/Language Arts in Secondary/Middle Schools \(9 credits\)](#)

- [EED 4750. Professional Seminar in Secondary/Middle Grades English/Language Arts \(3 credits\)](#)

English

- [ENG 0104. Written Communication Skills \(3 credits\)](#)
- [ENG 1020. Laboratory in Writing I \(1 credit\)](#)
- [ENG 1030. Laboratory in Writing II \(1 credit\)](#)
- [ENG 1050. Composition I \(3 credits\)](#)
- [ENG 1060. Composition II \(3 credits\)](#)
- [ENG 1910. Spelling \(1 credit\)](#)
- [ENG 1920. Vocabulary Building \(1 credit\)](#)
- [ENG 1930. Pronunciation \(1 credit\)](#)
- [ENG 1940. English Usage \(1 credit\)](#)
- [ENG 1950. Sentence Mastery \(1 credit\)](#)
- [ENG 1960. Punctuation \(1 credit\)](#)
- [ENG 2010. Southern Literature \(3 credits\)](#)
- [ENG 2020. Contemporary Literature \(3 credits\)](#)
- [ENG 2030. Literary Genres \(3 credits\)](#)
- [ENG 2050. World Literature Before 1660 \(3 credits\)](#)
- [ENG 2060. World Literature After 1660 \(3 credits\)](#)
- [ENG 2080. Women's Literature \(3 credits\)](#)
- [ENG 2090. Literature and Film \(3 credits\)](#)
- [ENG 2100. African American Literature \(3 credits\)](#)
- [ENG 2180. Asian American Literature \(3 credits\)](#)
- [ENG 2190. Latino Literature \(3 credits\)](#)
- [ENG 2200. Native American Literature \(3 credits\)](#)
- [ENG 2230. American Literature Before 1865 \(3 credits\)](#)
- [ENG 2240. American Literature Since 1865 \(3 credits\)](#)
- [ENG 2410. Environmental Literature \(3 credits\)](#)
- [ENG 2450. Introduction to Rhetoric \(3 credits\)](#)
- [ENG 2470. British Literature Before 1790 \(3 credits\)](#)
- [ENG 2480. British Literature After 1790 \(3 credits\)](#)
- [ENG 2760. Writing Creative Nonfiction I \(3 credits\)](#)
- [ENG 2780. Writing Poetry I \(3 credits\)](#)
- [ENG 2790. Writing Fiction I \(3 credits\)](#)
- [ENG 2860. Literary Magazine Production \(1 credit\)](#)
- [ENG 2870. Literary Magazine Production \(1 credit\)](#)
- [ENG 2900. Film and New Media Criticism \(3 credits\)](#)
- [ENG 2990. Writing Center Theory and Practice \(3 credits\)](#)
- [ENG 3040. Principles of Literary Study \(3 credits\)](#)
- [ENG 3070. Professional Editing \(3 credits\)](#)
- [ENG 3100. The Harlem Renaissance \(3 credits\)](#)
- [ENG 3110. Medieval British Literature \(3 credits\)](#)
- [ENG 3120. Early Modern British Literature \(3 credits\)](#)
- [ENG 3130. American Romanticism \(3 credits\)](#)
- [ENG 3140. American Realism and Naturalism \(3 credits\)](#)
- [ENG 3150. British Romantic Literature \(3 credits\)](#)
- [ENG 3160. Victorian Literature \(3 credits\)](#)
- [ENG 3170. Post-Colonial Literature \(3 credits\)](#)
- [ENG 3250. Language in Society \(3 credits\)](#)
- [ENG 3420. The British Novel \(3 credits\)](#)
- [ENG 3430. The American Novel \(3 credits\)](#)
- [ENG 3440. The Native American Novel \(3 credits\)](#)
- [ENG 3460. Aspects of the English Language \(3 credits\)](#)
- [ENG 3470. Native American Poetry \(3 credits\)](#)
- [ENG 3540. Modern Drama \(3 credits\)](#)

- [ENG 3560. Modernist Fiction \(3 credits\)](#)
- [ENG 3570. History of Rhetoric \(3 credits\)](#)
- [ENG 3580. Professional Writing \(3 credits\)](#)
- [ENG 3650. Writing in Digital Environments \(3 credits\)](#)
- [ENG 3660. Modernist Poetry \(3 credits\)](#)
- [ENG 3670. Contemporary Fiction \(3 credits\)](#)
- [ENG 3680. Contemporary Poetry \(3 credits\)](#)
- [ENG 3700. Advanced Composition \(3 credits\)](#)
- [ENG 3710. English Grammar \(3 credits\)](#)
- [ENG 3720. Civic Writing \(3 credits\)](#)
- [ENG 3740. Writing Poetry II \(3 credits\)](#)
- [ENG 3750. Writing Fiction II \(3 credits\)](#)
- [ENG 3760. Writing Creative Nonfiction II \(3 credits\)](#)
- [ENG 3860. Literary Magazine Production \(1 credit\)](#)
- [ENG 3870. Literary Magazine Production \(1 credit\)](#)
- [ENG 3900. Study Abroad \(3 credits\)](#)
- [ENG 3990. Practicum in Composition Tutoring \(1-2 credits\)](#)
- [ENG 4020. Literary Criticism \(3 credits\)](#)
- [ENG 4210. Grant Writing \(3 credits\)](#)
- [ENG 4230. Special Topics in American English \(3 credits\)](#)
- [ENG 4240. Special Topics in American English \(3 credits\)](#)
- [ENG 4250. African American Rhetorics \(3 credits\)](#)
- [ENG 4260. Creative Writing Workshop \(1-3 credits\)](#)
- [ENG 4500. Seminar in American Indian Literature \(3 credits\)](#)
- [ENG 4550. Directed Studies Seminar \(3 credits\)](#)
- [ENG 4570. Shakespeare \(3 credits\)](#)
- [ENG 4810. Phonetics and Phonology \(3 credits\)](#)
- [ENG 4830. Second Language Acquisition \(3 credits\)](#)
- [ENG 4850. Cultural Issues of English as a Second Language \(3 credits\)](#)
- [ENG 4860. Literary Magazine Production \(1 credit\)](#)
- [ENG 4870. Literary Magazine Production \(1 credit\)](#)
- [ENG 4990. Professional Internship \(3 credits\)](#)

Special Topics in English

- [ENGS 2xxx. Studies in Literature \(3 credits\)](#)
- [ENGS 4xxx. Seminar in Literature \(3 credits\)](#)
- [ENGS 33xx. Special Topics in Literature \(3 credits\)](#)
- [ENGS 37xx. Special Topics in Creative Writing \(3 credits\)](#)
- [ENGS 4090-4129. Special Topics in Composition and Rhetoric \(3 credits\)](#)

French

- [FRH 1310. Elementary French I \(3 credits\)](#)
- [FRH 1320. Elementary French II \(3 credits\)](#)
- [FRH 2310. Intermediate French I \(3 credits\)](#)
- [FRH 2320. Intermediate French II \(3 credits\)](#)
- [FRH 2550. French Conversation and Composition \(3 credits\)](#)
- [FRH 2560. French Conversation and Composition \(3 credits\)](#)
- [FRH 3210. Study of French Literature \(3 credits\)](#)

Programs

Major

- [English, Literary Studies Emphasis, B.A.](#)
- [English, Middle Grades Language Arts \(6-9\) Emphasis, B.A.](#)
- [English, Professional Writing Emphasis, B.A.](#)
- [English, Secondary Education \(9-12\) Emphasis, B.A.](#)

- [Spanish, B.A.](#)
- [Spanish, B.A. with Teacher Licensure \(K-12\)](#)
- [Theatre Arts, B.A.](#)

Minor

- [Creative Writing Minor](#)
- [English Minor](#)
- [French Minor](#)
- [Hispanic Studies Minor](#)
- [Literature Minor](#)
- [Professional Writing Minor](#)
- [Spanish Minor](#)
- [Teaching English to Speakers of Other Languages \(TESOL\) Minor](#)
- [Theatre Minor](#)

Academic Concentration

- [English Academic Concentration](#)
- [Spanish Academic Concentration](#)
- [Teaching English as a Second Language \(TESL\) Academic Concentration](#)

Licensure

- [English as a Second Language Add-On Licensure](#)

Courses

French

- [FRH 3210. Study of French Literature \(3 credits\)](#)
- [FRH 3220. Study of French Literature \(3 credits\)](#)
- [FRH 3610. French Civilization and Culture \(3 credits\)](#)
- [FRH 4510. Study Abroad: Study Tour in France \(2-7 credits\)](#)

German

- [GER 1310. Elementary German I \(3 credits\)](#)
- [GER 1320. Elementary German II \(3 credits\)](#)
- [GER 2310. Intermediate German I \(3 credits\)](#)
- [GER 2320. Intermediate German II \(3 credits\)](#)

Italian

- [ITL 1310. Elementary Italian I \(3 credits\)](#)
- [ITL 1320. Elementary Italian II \(3 credits\)](#)

Spanish

- [SPN 1310. Elementary Spanish I \(3 credits\)](#)
- [SPN 1320. Elementary Spanish II \(3 credits\)](#)
- [SPN 2310. Intermediate Spanish I \(3 credits\)](#)
- [SPN 2320. Intermediate Spanish II \(3 credits\)](#)
- [SPN 2330. Spanish for Heritage Speakers \(6 credits\)](#)
- [SPN 3010. Early Laboratory Experiences for Prospective Teachers \(1 credit\)](#)
- [SPN 3080. Spanish Education Field Experience \(1 credit\)](#)
- [SPN 3110. Spanish Composition and Review of Grammar \(3 credits\)](#)
- [SPN 3120. Spanish Conversation \(3 credits\)](#)
- [SPN 3150. Presentation Communication: Advanced Writing and Oral Presentation in Spanish \(3 credits\)](#)
- [SPN 3200. Literary Analysis and Criticism in Spanish \(3 credits\)](#)
- [SPN 3210. Survey of Spanish-American Literature I \(3 credits\)](#)
- [SPN 3220. Survey of Spanish-American Literature II \(3 credits\)](#)
- [SPN 3310. Survey of Literature of Spain I \(3 credits\)](#)
- [SPN 3320. Survey of Literature of Spain II \(3 credits\)](#)
- [SPN 3360. History of the Spanish Language \(3 credits\)](#)
- [SPN 3400. Spanish Phonetics and Phonology \(3 credits\)](#)
- [SPN 3510. Study Abroad \(2-7 credits\)](#)
- [SPN 3610. Civilization and Culture of Spanish America \(3 credits\)](#)

- [SPN 3620. Civilization and Culture of Spain \(3 credits\)](#)
- [SPN 3700. Advanced Grammar and Composition \(3 credits\)](#)
- [SPN 3710. Business Spanish \(3 credits\)](#)
- [SPN 3720. Spanish for Medical Professionals \(3 credits\)](#)
- [SPN 4130. Topics in Colonial Spanish-American Literature \(3-6 credits\)](#)
- [SPN 4140. 19th Century Spanish-American Literature \(3 credits\)](#)
- [SPN 4150. Contemporary Spanish-American Literature \(3 credits\)](#)
- [SPN 4230. Topics in Medieval, Renaissance, and Golden Age Literature \(3-6 credits\)](#)
- [SPN 4240. 19th Century Literature of Spain \(3 credits\)](#)
- [SPN 4250. Contemporary Literature of Spain \(3 credits\)](#)
- [SPN 4400. Methods of Teaching Spanish \(3 credits\)](#)
- [SPN 4480. Professional Seminar for Pre-Service Teachers \(3 credits\)](#)
- [SPN 4490. Internship for Spanish Education \(9 credits\)](#)
- [SPN 4550. Directed Study in Spanish \(3 credits\)](#)
- [SPN 4700. Introduction to Spanish Linguistics \(3 credits\)](#)

Special Topics in Spanish

- [SPNS 2xxx. Special Topics in Hispanic Studies \(3 credits\)](#)
- [SPNS 3xxx. Special Topics in Hispanic Studies \(3 credits\)](#)
- [SPNS 4xxx. Special Topics in Hispanic Studies \(3 credits\)](#)

Teaching English as a Second Language

- [TESL 4890. Applied Pedagogy of Teaching English as a Second Language \(3 credits\)](#)

Theatre

- [THE 1620. Introduction to Theatre Technology \(1 credit\)](#)
- [THE 1640. Stage Make-Up \(1 credit\)](#)
- [THE 1810. Stage Dance I \(1 credit\)](#)
- [THE 1820. Stage Dance II \(1 credit\)](#)
- [THE 2010. Acting I: Fundamentals \(3 credits\)](#)
- [THE 2020. Theatre Practicum \(Wardrobe/Makeup Crew\) \(1 credit\)](#)
- [THE 2040. Theatre Practicum \(Production Crew\) \(1 credit\)](#)
- [THE 2060. Theatre Practicum \(Shop and Lighting Crew\) \(1 credit\)](#)
- [THE 2070. Stage Combat \(3 credits\)](#)
- [THE 2080. Theatre Practicum \(Assistant Stage Manager/Stage Manager\) \(2 credits\)](#)
- [THE 2100. Theatre Practicum \(Acting\) \(1 credit\)](#)
- [THE 2110. Script Analysis \(3 credits\)](#)
- [THE 2150. Theatre Showcase \(1 credit\)](#)
- [THE 2330. Stagecraft \(3 credits\)](#)
- [THE 2340. Scene Painting \(3 credits\)](#)
- [THE 2350. Stage Management \(3 credits\)](#)
- [THE 2360. Costume Technology \(3 credits\)](#)
- [THE 2500. Introduction to Theatre \(3 credits\)](#)
- [THE 2810. Stage Dance III \(2 credits\)](#)
- [THE 2820. Stage Dance IV \(2 credits\)](#)
- [THE 2830. Lighting Technology \(3 credits\)](#)
- [THE 3010. Acting II: Characterization \(3 credits\)](#)
- [THE 3020. Props Design and Technology \(3 credits\)](#)
- [THE 3040. Creative Drama \(3 credits\)](#)
- [THE 3170. Dialects for the Stage \(1 credit\)](#)
- [THE 3310. Play Direction \(3 credits\)](#)
- [THE 3330. Lighting Design \(3 credits\)](#)
- [THE 3340. Scene Design \(3 credits\)](#)
- [THE 3530. Theatre Management \(3 credits\)](#)
- [THE 3540. Costume Design \(3 credits\)](#)
- [THE 3600. History of the Theatre: The Beginnings to 1642 \(3 credits\)](#)
- [THE 3610. History of the Theatre: 1642 to the Present \(3 credits\)](#)

- [THE 3810. Choreography \(3 credits\)](#)
- [THE 4010. Acting III: Styles \(3 credits\)](#)
- [THE 4030. Senior Capstone I \(1 credit\)](#)
- [THE 4040. Senior Capstone II \(2 credits\)](#)
- [THE 4050. Shakespeare and Performance \(3 credits\)](#)
- [THE 4110. Acting IV: Advanced Methods \(3 credits\)](#)
- [THE 4530. Directed Practicum in Advanced Theatre Problems I \(1-3 credits\)](#)
- [THE 4540. Directed Practicum in Advanced Theatre Problems II \(1-3 credits\)](#)

Special Topics in Theatre

- [THES 3xxx. Special Topics in Theatre \(1-3 credits\)](#)

Other Foreign Languages

- [XXX 1310. Introductory Foreign Language Study \(3 credits\)](#)
- [XXX 1320. Introductory Foreign Language Study \(3 credits\)](#)
- [XXX 2310. Intermediate Foreign Language Study \(3 credits\)](#)
- [XXX 2320. Intermediate Foreign Language Study \(3 credits\)](#)

Special Topics in Other Foreign Languages

- [XXXS 1xxx. Foreign Language Study in the Disciplines \(3 credits\)](#)
- [XXXS 3000. Special Topics in Foreign Language Study \(3 credits\)](#)

Department of Geology and Geography

Chair: Martin B. Farley

Faculty: Jefferson B. Chaumba, Dennis J. Edgell, Jerry A. Griffith, Amy L. Gross, Madan Maharjan, Nathan Phillippi

Geography and Geology courses provide the scientific foundation for the investigation and understanding of the physical and cultural environments of the Earth and their interactions. Geography provides the basis for measurement of the physical world, the role of humankind as inhabitant of the dynamic Earth, and the spatial variation of human activity. Geology provides the basis for investigation and understanding of the Earth itself.

The curriculum of the Department of Geology and Geography is designed to fulfill multiple needs of students in learning about this dynamic environment. The B.S. in Geo-Environmental Studies is a flexible, interdisciplinary program that allows students to meet their needs in earth-centered studies. The major provides a base from multiple sciences that is important in understanding the geosciences in an environmental context. Students can choose to concentrate on geology or geography or a mix.

Additional curricular purposes are to provide 1) courses that help all students fulfill General Education requirements; 2) courses for students seeking North Carolina Teacher Licensure in Secondary and Middle Grades Science Education; and 3) courses to broaden the knowledge of students majoring in other disciplines. Courses in Geography can be used to meet General Education requirements in Social Sciences. Courses in Geology can be used to meet General Education requirements in Natural Sciences and Mathematics.

Students can also complete a dual degree option in the Geoscience track and then with Civil or Environmental Engineering at North Carolina State. This is known as a 3+2 program because students complete 3 years at UNCP and then transfer to NC State for 2 years in the Engineering curriculum. At the end of this period upon successful

completion of all requirements, the student will receive two bachelor's degrees, Geo-Environmental Studies from UNCP and Civil or Environmental Engineering from NC State.

Students in any major can minor or choose an academic concentration in geology or geography. Students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education may choose an academic concentration in either Geology or Geography.

Programs

Major

- [Geo-Environmental Studies, Geography Track, B.S.](#)
- [Geo-Environmental Studies, Geoscience Track, B.S.](#)

Minor

- [Geography Minor](#)
- [Geology Minor](#)
- [Sustainability Minor](#)

Academic Concentration

- [Geography Academic Concentration](#)
- [Geology Academic Concentration](#)

Certificate

- [Geospatial Technologies Certificate](#)

Courses

Geography

- [GGY 1010. Principles of Geography \(3 credits\)](#)
- [GGY 1020. World Regional Geography \(3 credits\)](#)
- [GGY 1150. Earth Science \(3 credits\)](#)
- [GGY 1250. Earth History \(3 credits\)](#)
- [GGY 2000. Cultural Geography \(3 credits\)](#)
- [GGY 2040. World Geography Bowl \(1 credit\)](#)
- [GGY 2060. Economic Geography \(3 credits\)](#)
- [GGY 2460. Weather and Climate \(3 credits\)](#)
- [GGY 2500. Introduction to Cartography \(3 credits\)](#)
- [GGY 2620. Environmental Geology \(3 credits\)](#)
- [GGY 2700. Introduction to Geographic Information Science \(4 credits\)](#)
- [GGY 3290. Society and the Environment \(3 credits\)](#)
- [GGY 3312. Political Geography \(3 credits\)](#)
- [GGY 3550. Geographic Traditions and Methods \(3 credits\)](#)
- [GGY 3700. Geography of Africa \(3 credits\)](#)
- [GGY 3720. North America \(3 credits\)](#)
- [GGY 3770. Geography of American Indians \(3 credits\)](#)
- [GGY 3780. Geography of Latin America \(3 credits\)](#)
- [GGY 3790. Geography of Asia \(3 credits\)](#)
- [GGY 3800. World Prehistory \(3 credits\)](#)
- [GGY 4010. Internship in Geography \(3-4 credits\)](#)
- [GGY 4020. Coding for the Geosciences and Geospatial Technologies \(1 credit\)](#)
- [GGY 4030. Ground Penetrating Radar \(1 credit\)](#)
- [GGY 4040. Remote Sensing \(3 credits\)](#)
- [GGY 4050. Quantitative Methods \(3 credits\)](#)
- [GGY 4100. Land Use Planning \(3 credits\)](#)
- [GGY 4610. GTC Capstone \(1 credit\)](#)

- [GGY 4700. Writing in the Geosciences \(3 credits\)](#)

Geography Laboratory

- [GGYL 1150. Earth Science Laboratory \(1 credit\)](#)
- [GGYL 4040. Remote Sensing Lab \(1 credit\)](#)

Special Topics in Geography

- [GGYS 2xxx. General Topics in Geography \(1-4 credits\)](#)
- [GGYS 4xxx. Special Topics in Geography \(1-4 credits\)](#)

Geology

- [GLY 1000. Physical Geology \(3 credits\)](#)
- [GLY 1150. Earth Science \(3 credits\)](#)
- [GLY 1250. Earth History \(3 credits\)](#)
- [GLY 2260. Oceanography \(3 credits\)](#)
- [GLY 2460. Weather and Climate \(3 credits\)](#)
- [GLY 2620. Environmental Geology \(3 credits\)](#)
- [GLY 3100. Minerals and Rocks \(3 credits\)](#)
- [GLY 3110. Minerals and Rocks Laboratory \(1 credit\)](#)
- [GLY 3250. Paleontology \(3 credits\)](#)
- [GLY 3660. Geomorphology \(3 credits\)](#)
- [GLY 4010. Geology Internship \(3 credits\)](#)
- [GLY 4030. Ground Penetrating Radar \(1 credit\)](#)
- [GLY 4040. Remote Sensing \(3 credits\)](#)
- [GLY 4150. Geology Field Trip \(1-3 credits\)](#)
- [GLY 4250. Stratigraphy and Sedimentology \(3 credits\)](#)
- [GLY 4700. Writing in the Geosciences \(3 credits\)](#)

Geology Laboratory

- [GLYL 1000. Physical Geology Laboratory \(1 credit\)](#)
- [GLYL 1150. Earth Science Laboratory \(1 credit\)](#)
- [GLYL 1250. Earth History Laboratory \(1 credit\)](#)

Special Topics in Geology

- [GLYS 2xxx. General Topics in Geology \(1-4 credits\)](#)
- [GLYS 4xxx. Special Topics in Geology \(1-4 credits\)](#)

Department of History

Chair: Jaime A. Martinez

Faculty: Ryan K. Anderson¹, Charles E. Beem², Scott C. Billingsley^{3,5}, Serina Cinnamon^{1,2,3,4}, Misti N. Harper^{5,7}, James J. Hudson^{4,6}, Anthony W. Johnson, Jamie M. Mize^{6,8}, J. Mark Thompson, Christopher A. Woolley⁷

¹Social Studies Education Undergraduate Coordinator

²Social Studies Education Graduate Director

³Assoc. Provost/Assoc. Vice Chancellor for Academic Affairs

⁴Asian Studies Minor Coordinator

⁵African American Studies Minor Coordinator

⁶Pembroke Mellon REACH Program Director

History is an intellectually liberating discipline and a core component of a liberal arts education. Through the study of the political, social, and cultural aspects of the modern world and the rise, flourishing, and decline of major civilizations in the past, an individual gains insight into the shared experiences and achievements of humanity, acquires a perspective broadened by the study of peoples at different times and in different places, and develops analytical modes of thought. The study of History thus enables the individual to understand the perennial issues confronting human beings living in society, making more likely an informed, reasoned, and intelligent response to these problems.

The Department offers programs of study for students interested in virtually any career or profession. It provides a solid foundation for those who wish to teach History or the Social Studies and for the study of History at the graduate level. Courses offered by the Department likewise provide an excellent background for students who wish to study law, enter military or government service, or seek employment in other professions or the business world. History is thus an ideal major for the student seeking a liberal arts education rather than specific job training.

Programs of study offered by the Department of History include a major and a minor in History, a licensure program in Secondary or Middle Grades Social Studies Education, and an Academic Concentration in History for prospective teachers. The Department also coordinates minors in African American Studies, American Studies, and British Studies. At the Graduate level, the Department offers the M.A. degree and coordinates the M.A.T. degree in Social Studies Education.

Each History major or licensure candidate is assigned an advisor who helps the student plan and approves his or her program of study.

Students planning graduate study in History should acquire a reading knowledge of one modern foreign language.

Additional information about the History department and its programs is available on the Department's Web Page (<http://www.uncp.edu/history/>).

Programs

Major

- [History, General History, B.A.](#)
- [History, Social Studies Education, B.A.](#)

Minor

- [African American Studies Minor](#)
- [Asian Studies Minor](#)
- [History Minor](#)

Academic Concentration

- [History Academic Concentration](#)

Courses

History

- [HST 1010. American Civilizations to 1877 \(3 credits\)](#)
- [HST 1020. American Civilizations since 1877 \(3 credits\)](#)
- [HST 1030. African-American History since 1500 \(3 credits\)](#)
- [HST 1100. History of the American Indian to 1865 \(3 credits\)](#)
- [HST 1110. History of the American Indian since 1865 \(3 credits\)](#)
- [HST 1140. World Civilizations to 1500 \(3 credits\)](#)
- [HST 1150. World Civilizations since 1500 \(3 credits\)](#)
- [HST 2000. Introduction to African American Studies \(3 credits\)](#)
- [HST 2030. American Indian Museum Studies \(3 credits\)](#)
- [HST 2220. Introduction to Asian Studies \(3 credits\)](#)
- [HST 3000. Historical Practice and Theory \(3 credits\)](#)
- [HST 3028. Cultural and Religious History of China \(3 credits\)](#)
- [HST 3050. The American Colonies \(3 credits\)](#)
- [HST 3060. Revolution and the Young Republic \(3 credits\)](#)

- [HST 3070. Jacksonian America \(3 credits\)](#)
- [HST 3100. Civil War and Reconstruction \(3 credits\)](#)
- [HST 3140. The Gilded Age and Progressive Era \(3 credits\)](#)
- [HST 3150. Interwar America \(3 credits\)](#)
- [HST 3160. Recent America, 1945-Present \(3 credits\)](#)
- [HST 3170. History of North Carolina \(3 credits\)](#)
- [HST 3210. Ancient History \(3 credits\)](#)
- [HST 3230. The Middle Ages \(3 credits\)](#)
- [HST 3260. Indians of the Southeast \(3 credits\)](#)
- [HST 3270. Early Modern Europe, 1500-1789 \(3 credits\)](#)
- [HST 3290. Revolution, Liberalism, and Nationalism in Europe, 1789-1914 \(3 credits\)](#)
- [HST 3320. Twentieth Century Europe \(3 credits\)](#)
- [HST 3330. The Second World War \(3 credits\)](#)
- [HST 3440. History of Modern East Asia \(3 credits\)](#)
- [HST 3490. Pre-Modern Middle East \(3 credits\)](#)
- [HST 3510. History of the Modern Middle East \(3 credits\)](#)
- [HST 3550. China: Confucius to the Ming Dynasty \(3 credits\)](#)
- [HST 3560. State and Society in East Asia \(3 credits\)](#)
- [HST 3610. African-American History to 1863 \(3 credits\)](#)
- [HST 3620. African-American History Since Emancipation \(3 credits\)](#)
- [HST 3640. Civil Rights Movement \(3 credits\)](#)
- [HST 3720. History of South Asia \(3 credits\)](#)
- [HST 3750. History of Sub-Sahara Africa \(3 credits\)](#)
- [HST 3790. History of Modern Germany, 1866 to the Present \(3 credits\)](#)
- [HST 3800. Women and the Development of U.S. Society \(3 credits\)](#)
- [HST 3820. Growing Up American \(3 credits\)](#)
- [HST 3840. Colonial Latin America \(3 credits\)](#)
- [HST 3850. Indians of Latin America \(3 credits\)](#)
- [HST 3860. Latin America Since Independence \(3 credits\)](#)
- [HST 3870. Modern Mexico \(3 credits\)](#)
- [HST 3990. Directed Reading in History \(1-3 credits\)](#)
- [HST 4050. History of the New South 1865-1980 \(3 credits\)](#)
- [HST 4060. U.S. Military History \(3 credits\)](#)
- [HST 4080. Indigenous Communities in Asia \(3 credits\)](#)
- [HST 4120. History of Sexuality \(3 credits\)](#)
- [HST 4170. History of Modern Britain \(3 credits\)](#)
- [HST 4210. History of Modern Germany, 1866 to the Present \(3 credits\)](#)
- [HST 4220. The Second World War \(3 credits\)](#)
- [HST 4230. Indigenous Women \(3 credits\)](#)
- [HST 4320. A History of Imperial Russia from 1682 to 1917 \(3 credits\)](#)
- [HST 4330. The Russian Empire and the Soviet Union in the Twentieth Century \(3 credits\)](#)
- [HST 4340. Vietnam War \(3 credits\)](#)
- [HST 4410. History of Medieval Britain \(3 credits\)](#)
- [HST 4420. History of Tudor and Stuart Britain \(3 credits\)](#)
- [HST 4430. History of the British Empire \(3 credits\)](#)
- [HST 4450. Pre-Modern Middle East \(3 credits\)](#)
- [HST 4460. History of the Modern Middle East \(3 credits\)](#)
- [HST 4470. The Making of Modern China \(3 credits\)](#)
- [HST 4510. Capstone Seminar in History \(3 credits\)](#)
- [HST 4550. Historical Sites Study \(3-6 credits\)](#)
- [HST 4570. History of the Caribbean \(3 credits\)](#)
- [HST 4580. Disease and Disaster in Latin America \(3 credits\)](#)
- [HST 4620. Gender & Power in Native North America to 1900 \(3 credits\)](#)
- [HST 4640. Colonial Encounters in the Eastern Woodlands \(3 credits\)](#)

- [HST 4650. Indian Residential and Boarding School Narratives \(3 credits\)](#)
- [HST 4660. Indian Slavery in Colonial North America \(3 credits\)](#)
- [HST 4740. Introduction to Public History \(3 credits\)](#)
- [HST 4840. Public History Internship \(3 credits\)](#)
- [HST 4990. Independent Study in History \(1-3 credits\)](#)

Special Topics in History

- [HSTS 4xxx. Topics Seminar in History \(3 credits\)](#)

Social Studies Education

- [SSE 4100. Principles of Teaching Social Studies \(3 credits\)](#)
- [SSE 4350. Social Studies Curriculum Development and Purposes \(3 credits\)](#)
- [SSE 4480. Internship in Social Studies in the Secondary School \(9 credits\)](#)
- [SSE 4490. SSE Internship Seminar \(3 credits\)](#)
- [SSE 4500. Methods of Teaching Social Studies \(3 credits\)](#)

Department of Mass Communication

Chair: Jamie Litty

Faculty: Emilia Bak, Clejeter Cousins, Judith Curtis, Terence Dollard, Namyoon Lee, Darlene W. Natale, Sara Oswald

The Department of Mass Communication combines into a single liberal arts program tracks in Broadcasting, Print Journalism, and Public Relations.

Students will choose academic courses in the specific track selected-Broadcasting, Journalism, or Public Relations-and enjoy opportunities to become involved with WNCP-TV, the University's public affairs television station, or *The Pine Needle*, the campus newspaper.

All students enrolled in the Mass Communication program take 15 hours of core major courses, including an internship in their track.

Programs

Major

- [Mass Communication, Broadcasting Track, B.S.](#)
- [Mass Communication, Communication Studies Track, B.S.](#)
- [Mass Communication, Journalism Track, B.S.](#)
- [Mass Communication, Public Relations Track, B.S.](#)

Minor

- [Broadcasting Minor](#)
- [Journalism Minor](#)
- [Public Relations Communication Minor](#)

Courses

Broadcasting

- [BRD 1600. Television Production \(3 credits\)](#)
- [BRD 1610. Broadcast Practicum \(1 credit\)](#)
- [BRD 1620. Broadcast Practicum \(1 credit\)](#)
- [BRD 2600. Basic Videography and Editing \(3 credits\)](#)
- [BRD 2610. Broadcast Practicum \(1 credit\)](#)
- [BRD 2620. Broadcast Practicum \(1 credit\)](#)
- [BRD 3130. Broadcast Advertising \(3 credits\)](#)

- [BRD 3140. Broadcast Journalism \(3 credits\)](#)
- [BRD 3150. Broadcast Programming and Management \(3 credits\)](#)
- [BRD 3170. Screenwriting \(3 credits\)](#)
- [BRD 3200. On-Camera Performance \(3 credits\)](#)
- [BRD 3600. Advanced Videography and Editing \(3 credits\)](#)
- [BRD 3610. Broadcast Practicum \(1 credit\)](#)
- [BRD 3620. Broadcast Practicum \(1 credit\)](#)
- [BRD 3700. Visual Effects and Post \(3 credits\)](#)
- [BRD 4200. Advanced Broadcast Journalism \(3 credits\)](#)
- [BRD 4600. Advanced Television Production \(3 credits\)](#)
- [BRD 4610. Broadcast Practicum \(1 credit\)](#)
- [BRD 4620. Broadcast Practicum \(1 credit\)](#)

Journalism

- [JRN 1610. Student Newspaper Production \(1 credit\)](#)
- [JRN 1620. Student Newspaper Production \(1 credit\)](#)
- [JRN 1820. Yearbook Production \(1 credit\)](#)
- [JRN 1830. Yearbook Production \(1 credit\)](#)
- [JRN 1840. Yearbook Production \(1 credit\)](#)
- [JRN 2610. Student Newspaper Production \(1 credit\)](#)
- [JRN 2620. Student Newspaper Production \(1 credit\)](#)
- [JRN 2820. Yearbook Production \(1 credit\)](#)
- [JRN 2830. Yearbook Production \(1 credit\)](#)
- [JRN 2840. Yearbook Production \(1 credit\)](#)
- [JRN 3010. News Writing and Reporting \(3 credits\)](#)
- [JRN 3050. Feature Writing \(3 credits\)](#)
- [JRN 3060. News Editing \(3 credits\)](#)
- [JRN 3090. Editorial Writing \(3 credits\)](#)
- [JRN 3170. History of American Journalism \(3 credits\)](#)
- [JRN 3200. Photojournalism \(3 credits\)](#)
- [JRN 3250. Sports Journalism \(3 credits\)](#)
- [JRN 3400. Advanced News Writing and Reporting \(3 credits\)](#)
- [JRN 3610. Student Newspaper Production \(1 credit\)](#)
- [JRN 3620. Student Newspaper Production \(1 credit\)](#)
- [JRN 4050. Magazine Writing and Editing \(3 credits\)](#)
- [JRN 4100. Web Journalism \(3 credits\)](#)
- [JRN 4200. Science Journalism \(3 credits\)](#)
- [JRN 4600. Investigative Journalism \(3 credits\)](#)
- [JRN 4610. Student Newspaper Production \(1 credit\)](#)
- [JRN 4620. Student Newspaper Production \(1 credit\)](#)

Mass Communication

- [MCM 2100. Introduction to Mass Communication \(3 credits\)](#)
- [MCM 2400. Writing for the Media \(3 credits\)](#)
- [MCM 2500. Film Appreciation \(3 credits\)](#)
- [MCM 3000. World Media \(3 credits\)](#)
- [MCM 3100. New Media of Mass Communication \(3 credits\)](#)
- [MCM 3600. Media and Society \(3 credits\)](#)
- [MCM 3660. Media and Culture \(3 credits\)](#)
- [MCM 3700. Media and Politics \(3 credits\)](#)
- [MCM 4050. Media Law and Ethics \(3 credits\)](#)
- [MCM 4130. Internship in Mass Communication \(3 credits\)](#)
- [MCM 4140. Internship in Mass Communication \(3 credits\)](#)
- [MCM 4360. Communication Theory and Research \(3 credits\)](#)
- [MCM 4550. Senior Thesis \(3 credits\)](#)
- [MCM 4990. Independent Study in Mass Communication \(3 credits\)](#)

Special Topics in Mass Communication

- [MCMS 4xxx. Special Topics in Mass Communication \(3 credits\)](#)

Public Relations

- [PRE 2200. Introduction to Public Relations \(3 credits\)](#)
- [PRE 2700. Introduction to Advertising \(3 credits\)](#)
- [PRE 3450. Publication Design \(3 credits\)](#)
- [PRE 3500. Organizational Communication \(3 credits\)](#)
- [PRE 3600. Public Relations Social Media \(3 credits\)](#)
- [PRE 4070. Public Relations Writing \(3 credits\)](#)
- [PRE 4090. Public Relations Case Studies \(3 credits\)](#)
- [PRE 4150. Advertising Media \(3 credits\)](#)
- [PRE 4200. Crisis Communication \(3 credits\)](#)
- [PRE 4600. Public Relations Campaigns \(3 credits\)](#)

Speech

- [SPE 1020. Fundamentals of Voice and Diction \(3 credits\)](#)
- [SPE 2000. Interpersonal Communication \(3 credits\)](#)
- [SPE 2010. Fundamentals of Speech \(3 credits\)](#)
- [SPE 3580. Discussion and Debate \(3 credits\)](#)

Department of Mathematics and Computer Science

chair: Selvarajah Mohanarajah

Faculty: Latoya Brewer, Prashanth BusiReddyGari****, Jessica Conner-Strunk, Melissa R. Edwards*, Gangadhar R. Hiremath, Elliot Hollifield, Jacob Juillerat, Andrew Latham, Joong-Lyul Lee, Mary Kilinikowski, Douglas McBroom, Olusola Olaniyi, Leszek Piatkiewicz, Hillary W. Sessions**, James Smiling, Ali Saman Tosun****, Guo Wei, Xin (Cynthia) Zhang***, Laszlo Zsilinszky, Haitao Zhao

*Undergraduate Mathematics Education Coordinator

**Mathematics Director & Graduate Mathematics Education Director

***Information Technology Program Coordinator

****Cybersecurity Program Coordinator

***** Allen C. Meador Endowed Professor

Mathematics has been central to human achievement for over three thousand years, important to both intellectual advancement and technological innovation. Many of the theoretical studies in mathematics have evolved and have been refined over a long period of time. Many of the practical aspects of mathematics have become more evident with the advent of calculators and computers. Computer technology is assuming a major role in society. Clearly, the computer revolution is the beginning of a new age of human existence. Many of the problems computer scientists and others will be expected to solve in decades to come have yet to be considered. As such, computing has evolved into a science covering the study of languages, programming, and theoretical

concepts. The Department offers courses covering the intellectual and the practical sides of mathematics and computing.

A student of the Department of Mathematics and Computer Science has the opportunity of earning a Bachelor of Science degree (B.S.) in Mathematics, Computer Science, Cybersecurity, or Information Technology or a Master's degree in Mathematics Education. The Mathematics major also may choose to gain licensure to teach mathematics at the secondary or middle grades level. The Department offers minors in mathematics, computer science, and information technology.

The Departmental faculty welcomes the opportunity to advise the major and non-major alike. Someone thinking of majoring in mathematics, computer science, cybersecurity, or information technology is especially urged to consult with the Department Chair prior to registering for General Education courses. All majors choose advisors and must consult with them each term in order to plan and carry out their program of study.

The Department web pages at www.uncp.edu/mathcs/ contain current information about the activities, the faculty, and the offerings of the department. Department majors are expected to consult the website regularly to remain informed.

Most non-majors fulfill the General Education requirements in mathematics by taking one of [MAT 1050](#), [MAT 1070](#), or [MAT 1080](#). Well-prepared students may select [MAT 1090](#), [MAT 2150](#), or [MAT 2210](#) for this purpose.

Graduate Courses

See the [The Graduate School](#) section of the Catalog.

Programs

Major

- [Computer Science, Cyber Security Track, B.S.](#)
- [Computer Science, General Track, B.S.](#)
- [Cyber Security, B.S.](#)
- [Information Technology, Cyber Security Track, B.S.](#)
- [Information Technology, General Track, B.S.](#)
- [Mathematics, Mathematics Track, B.S.](#)
- [Mathematics, Middle Grades Mathematics Education Track \(6-9\), B.S.](#)
- [Mathematics, Secondary Mathematics Education Track \(9-12\), B.S.](#)

Minor

- [Computer Science with Emphasis in Programming Minor](#)
- [Computer Science with Emphasis in World Wide Web Minor](#)
- [Information Technology Minor](#)
- [Mathematics Minor](#)

Academic Concentration

- [Mathematics Academic Concentration](#)

Courses

Computer Science

- [CSC 1000. Introduction to Computers \(3 credits\)](#)
- [CSC 1300. WWW Information \(3 credits\)](#)
- [CSC 1750. Introduction to Algorithms \(3 credits\)](#)

- [CSC 1760. Introduction to Programming \(3 credits\)](#)
- [CSC 1850. Object-Oriented Programming \(3 credits\)](#)
- [CSC 1950. Advanced Java Programming \(3 credits\)](#)
- [CSC 2020. Microcomputer Programming \(3 credits\)](#)
- [CSC 2050. Introduction to Programming-C/C++ \(3 credits\)](#)
- [CSC 2150. Discrete Structures \(3 credits\)](#)
- [CSC 2250. Fundamentals of Computer Systems \(3 credits\)](#)
- [CSC 2260. Operating Systems, Networking, and Security \(3 credits\)](#)
- [CSC 2650. Digital Logic \(3 credits\)](#)
- [CSC 2850. Data Structures \(3 credits\)](#)
- [CSC 2920. Software Development and Professional Practices \(3 credits\)](#)
- [CSC 3360. Network Architecture and Protocols \(3 credits\)](#)
- [CSC 3380. Web Programming and Security \(3 credits\)](#)
- [CSC 3650. Introduction to Computer Architecture \(3 credits\)](#)
- [CSC 3750. Programming Languages \(3 credits\)](#)
- [CSC 3800. Database Management Systems and Security \(3 credits\)](#)
- [CSC 3910. Software Engineering \(3 credits\)](#)
- [CSC 3920. Software Process Improvement \(3 credits\)](#)
- [CSC 3930. Component-Based Computing \(3 credits\)](#)
- [CSC 4010. Theory of Computation \(3 credits\)](#)
- [CSC 4020. Network Security \(3 credits\)](#)
- [CSC 4030. Introduction to Digital Forensics \(3 credits\)](#)
- [CSC 4050. Current Topics in Computers in Education \(3 credits\)](#)
- [CSC 4110. Artificial Intelligence \(3 credits\)](#)
- [CSC 4150. Translators and Compilers \(4 credits\)](#)
- [CSC 4350. Operating Systems \(3 credits\)](#)
- [CSC 4360. Mainframe Computing \(3 credits\)](#)
- [CSC 4450. Design and Analysis of Algorithms \(3 credits\)](#)
- [CSC 4810. Data Mining \(3 credits\)](#)
- [CSC 4820. Data Warehousing \(3 credits\)](#)
- [CSC 4900. Advanced Software Project \(4 credits\)](#)
- [CSC 4970. Computer Science Internship \(1-3 credits\)](#)
- [CSC 4990. Independent Study \(1-3 credits\)](#)

Special Topics in Computer Science

- [CSCS 4xxx. Special Topics \(Variable Title\) \(3 credits\)](#)

Information Technology

- [ITC 2060. Human-Computer Interaction \(3 credits\)](#)
- [ITC 2080. Introduction to System Administration and Shell Scripting \(3 credits\)](#)
- [ITC 3070. Computer Network and Data Communication \(3 credits\)](#)
- [ITC 3100. Website Development and Multimedia \(3 credits\)](#)
- [ITC 3250. System Administration and Security \(3 credits\)](#)
- [ITC 4100. Web Database Development \(3 credits\)](#)
- [ITC 4200. Game Design and Development \(3 credits\)](#)
- [ITC 4800. Advanced Computer Systems and System Security \(3 credits\)](#)
- [ITC 4940. Capstone Project in Information Technology \(4 credits\)](#)
- [ITC 4950. Independent Study in Information Technology \(3 credits\)](#)
- [ITC 4960. Information Technology Internship \(1-3 credits\)](#)

Special Topics in Information Technology

- [ITCS 4xxx. Special Topics in Information Technology \(3 credits\)](#)

Mathematics

- [MAT 0104. Fundamentals of Mathematics \(3 credits\)](#)
- [MAT 1050. Introduction to College Mathematics \(3 credits\)](#)
- [MAT 1070. College Algebra \(3 credits\)](#)
- [MAT 1080. Plane Trigonometry \(3 credits\)](#)

- [MAT 1090. Precalculus \(4 credits\)](#)
- [MAT 1180. Finite Mathematics \(3 credits\)](#)
- [MAT 2100. Introduction to Statistics \(3 credits\)](#)
- [MAT 2110. Survey of Geometry \(3 credits\)](#)
- [MAT 2150. Calculus with Applications \(4 credits\)](#)
- [MAT 2210. Calculus I \(4 credits\)](#)
- [MAT 2220. Calculus II \(4 credits\)](#)
- [MAT 2300. Introduction to Advanced Mathematics \(3 credits\)](#)
- [MAT 2500. Introduction to Teaching Mathematics in Middle Grades and Secondary Schools \(2 credits\)](#)
- [MAT 2600. Connections in Mathematics I \(1 credit\)](#)
- [MAT 3110. Advanced Euclidean Geometry \(3 credits\)](#)
- [MAT 3150. Linear Algebra I \(3 credits\)](#)
- [MAT 3170. Linear Algebra II \(3 credits\)](#)
- [MAT 3250. Algebra I \(3 credits\)](#)
- [MAT 3260. Algebra II \(3 credits\)](#)
- [MAT 3270. Numerical Analysis \(3 credits\)](#)
- [MAT 3280. Probability and Statistics I \(3 credits\)](#)
- [MAT 3300. Probability and Statistics II \(3 credits\)](#)
- [MAT 3310. Calculus III \(4 credits\)](#)
- [MAT 3320. Differential Equations \(3 credits\)](#)
- [MAT 3330. Discrete Mathematics \(3 credits\)](#)
- [MAT 3500. Teaching Mathematics with Technology \(2 credits\)](#)
- [MAT 3600. Connections in Mathematics II \(1 credit\)](#)
- [MAT 3750. Methods for Teaching Algebra \(3 credits\)](#)
- [MAT 4000. Methods of Teaching Mathematics in Middle Grades and Secondary Schools \(3 credits\)](#)
- [MAT 4020. A Historical Development of Mathematics \(3 credits\)](#)
- [MAT 4110. College Geometry \(3 credits\)](#)
- [MAT 4150. Theory of Numbers \(3 credits\)](#)
- [MAT 4220. Applied Mathematics \(3 credits\)](#)
- [MAT 4310. Real Analysis I \(3 credits\)](#)
- [MAT 4320. Real Analysis II \(3 credits\)](#)
- [MAT 4440. Complex Analysis \(3 credits\)](#)
- [MAT 4490. Internship in Mathematics in the Middle and Secondary School \(9 credits\)](#)
- [MAT 4600. Connections in Mathematics III \(1 credit\)](#)
- [MAT 4750. Professional Seminar in Middle and Secondary Mathematics \(3 credits\)](#)
- [MAT 4990. Independent Study \(1-3 credits\)](#)

Special Topics in Mathematics

- [MATS 4xxx. Special Topics \(Variable Title\) \(1-3 credits\)](#)

Cybersecurity

- [CYB 3020. Introduction to Cybersecurity \(3 credits\)](#)
- [CYB 4120. Applied Cryptography \(3 credits\)](#)
- [CYB 4220. Cyber Security Management \(3 credits\)](#)
- [CYB 4900. Cybersecurity Capstone Project \(4 credits\)](#)
- [CYB 4920. Secure Software Development and Testing \(3 credits\)](#)

Department of Music

Chair: Joseph Van Hassel

Faculty: Timothy M. Altman, Larry D. Arnold, Joshua Kalin Busman, Kalem Graham, Joanna Ross Hersey*, Lindsey Jacob, Jaeyoon Kim, Rebecca Loar, José Rivera**, Mark Tollefsen, Aaron Vandermeer

*Associate Dean of Student Success and Curriculum, College of Arts and Sciences
**Undergraduate Music Education Director

The Department of Music is an accredited institutional member of the National Association of Schools of Music (NASM). Additionally, the music teacher education licensure program is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the North Carolina State Board of Education.

The mission of the Department of Music is to offer all students who have demonstrated interest and ability in music the opportunity to continue further study either for a profession or an avocation, and to educate students in such a way that they understand and appreciate music not only as an art form with a rich historical and cultural heritage, but as an evolving, contemporary endeavor that incorporates traditional and technological advancements through individual and group participation.

The goals of the Department of Music are: 1) to provide comprehensive musical training for teachers of vocal and instrumental music; 2) to prepare students for careers in music education through an understanding and application of the National Standards in Music; 3) to promote musical literacy among all students; 4) to provide comprehensive musical, technological, and entrepreneurial training for students wishing to seek employment in the music industry; 5) to encourage professional dispositions; 6) to provide outreach, support, and encouragement to regional public school teachers and students in the form of workshops, festivals, performances, and clinics; 7) to provide a well-rounded curriculum for students planning to pursue advanced degrees; 8) to encourage continued learning in the field of music and foster the ability to think critically about music; 9) to provide experiences that music students and the general university students will find rewarding in developing cultural awareness; and 10) to provide public programs and concerts to enrich the cultural life of the university and community.

The music faculty of The University of North Carolina at Pembroke believes that true musicianship is the synthesis of knowledge acquired through active participation in the study, performance, and creation of music. It is enhanced through the discipline required to gain the physical, listening, and interpretive skills to master the instrument that has been chosen to be the vehicle for communication of the art. Furthermore, the music faculty believes that this synthesis occurs incrementally, building on a firm foundation and rising to the highest goal attainable. It is nurtured with positive encouragement from mentors, peers, and oneself. The faculty strives to establish an atmosphere of support in which faculty and students work together to be the best that they can be.

Please note that all prospective music majors, lateral entry candidates, and students seeking an academic concentration in music must audition in order to gain acceptance into one of the music degree programs as well as gain approval of the specific performance (applied music) area.

Also please note that the department's ensemble offerings (see below - [MUS 1001](#), [MUS 1071](#); [MUS 1121](#), [MUS 1161](#), [MUS 1181](#), [MUS 1192](#), [MUS 1381](#); [MUS 1411](#); [MUS 1561](#); [MUS 1621](#); [MUS 1641](#), [MUS 1651](#); [MUS 1731](#); [MUS 1741](#); [MUS](#)

[1751](#); [MUS 1761](#); and MUS 1771) are open to all students regardless of major. An audition is required for a number of these ensembles.

Applied Music

Private study is offered in piano, organ, voice, and instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the *UNCP Department of Music Handbook*.

Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

Proficiency Requirements

All music majors are evaluated at the conclusion of their third semester of Applied Music. Transfer students at or above this level will be evaluated at the conclusion of their first semester of study. The Evaluation Forum involves an assessment of both the student's performing ability and his/her overall academic accomplishments and professionalism. This process will determine whether or not the student will be allowed to enroll in upper level music courses. A cumulative GPA of 2.7 is required for entrance into the Bachelor of Music in Music Education program, 2.0 for all other baccalaureate degrees.

All music majors are required to attend recitals, concerts, seminars, workshops, etc. Additional information concerning this requirement is in the *UNCP Department of Music Handbook*.

Graduating seniors (with the exception of Bachelor of Liberal Arts in Music majors) must present an individual or joint recital as a partial requirement for graduation. Approval of the recital must be given by the music faculty at least three weeks prior to presentation. Students who complete their applied music studies must continue to enroll in Applied Music until they have completed their senior recital requirements.

A proficiency examination is required of all music majors by the Piano Division. The requirements for the Piano Proficiency Exam are outlined in the *UNCP Department of Music Handbook*.

Programs

Major

- [Music Education \(K-12\), Instrumental Emphasis, B.M.](#)
- [Music Education \(K-12\), Keyboard Emphasis \(Instrumental Orientation\), B.M.](#)
- [Music Education \(K-12\), Keyboard Emphasis \(Vocal Orientation\), B.M.](#)
- [Music Education \(K-12\), Vocal Emphasis, B.M.](#)
- [Music, B.A.](#)

- [Music, Music Industry Emphasis--Classical Track, B.A.](#)
- [Music, Music Industry Emphasis--Jazz and Commercial Track, B.A.](#)
- [Musical Theatre, B.M.](#)

Minor

- [Jazz Studies Minor for Music Majors](#)
- [Jazz Studies Minor for Non-Music Majors](#)
- [Media Integration Studies Minor](#)
- [Music Business Minor](#)
- [Music Minor](#)
- [Musical Theatre Minor](#)
- [Sacred Music Minor for Instrumental Emphasis Music Majors or Non-Music Majors](#)
- [Sacred Music Minor for Voice or Keyboard/Vocal Orientation Music Majors](#)

Academic Concentration

- [Music, Instrumental Orientation, Academic Concentration](#)
- [Music, Keyboard Orientation, Academic Concentration](#)
- [Music, Vocal Orientation, Academic Concentration](#)

Courses

Music

- [MUS 1001. University Chorale \(1 credit\)](#)
- [MUS 1020. Introduction to Music Appreciation \(3 credits\)](#)
- [MUS 1040. Introduction to Jazz Appreciation \(3 credits\)](#)
- [MUS 1060. Rhythm and Rock \(3 credits\)](#)
- [MUS 1071. University Pep Band \(1 credit\)](#)
- [MUS 1090. Introduction to Hip-Hop \(3 credits\)](#)
- [MUS 1121. Scenes from Musical Theatre \(1 credit\)](#)
- [MUS 1140. Theory I \(3 credits\)](#)
- [MUS 1150. Theory II \(3 credits\)](#)
- [MUS 1161. University Orchestra \(1 credit\)](#)
- [MUS 1181. University Marching Band \(1 credit\)](#)
- [MUS 1192. Global Rhythm Ensemble \(1 credit\)](#)
- [MUS 1210. Global Music \(3 credits\)](#)
- [MUS 1330. Class Piano I for Non-Music Majors \(1 credit\)](#)
- [MUS 1340. Class Piano II for Non-Music Majors \(1 credit\)](#)
- [MUS 1350. Class Guitar I \(1 credit\)](#)
- [MUS 1360. Class Guitar II \(1 credit\)](#)
- [MUS 1381. Pembroke Singers \(1 credit\)](#)
- [MUS 1411. University Band \(1 credit\)](#)
- [MUS 1561. Vocal Jazz Ensemble \(1 credit\)](#)
- [MUS 1621. University Jazz Ensemble \(1 credit\)](#)
- [MUS 1641. Musical Production \(1 credit\)](#)
- [MUS 1651. Percussion Ensemble \(1 credit\)](#)
- [MUS 1731. Chamber Ensemble \(1 credit\)](#)
- [MUS 1741. Jazz Combo \(1 credit\)](#)
- [MUS 1751. Low Brass Ensemble \(1 credit\)](#)
- [MUS 1761. Guitar Ensemble \(1 credit\)](#)
- [MUS 1810. Class Piano I for Music Majors \(1 credit\)](#)
- [MUS 1820. Class Piano II for Music Majors \(1 credit\)](#)
- [MUS 1910. Class Voice \(1 credit\)](#)
- [MUS 2020. Vocal Diction \(1 credit\)](#)
- [MUS 2140. Theory III \(3 credits\)](#)
- [MUS 2150. Theory IV \(3 credits\)](#)
- [MUS 2250. Class Woodwinds \(1 credit\)](#)

- [MUS 2260. Class Brass \(1 credit\)](#)
- [MUS 2270. Class Percussion \(1 credit\)](#)
- [MUS 2280. Class Strings \(1 credit\)](#)
- [MUS 2290. Vocal Methods \(1 credit\)](#)
- [MUS 2430. Musical Theatre Song Study I \(2 credits\)](#)
- [MUS 2440. Musical Theatre Song Study II \(2 credits\)](#)
- [MUS 2540. Introduction to Music Education \(1 credit\)](#)
- [MUS 2810. Class Piano III for Music Majors \(1 credit\)](#)
- [MUS 2840. Ballet \(2 credits\)](#)
- [MUS 2850. Jazz Dance \(2 credits\)](#)
- [MUS 2860. Acting for Musical Theatre I \(3 credits\)](#)
- [MUS 2870. Acting for Musical Theatre II \(3 credits\)](#)
- [MUS 2940. The World of Music: Antiquity to the Baroque Era \(3 credits\)](#)
- [MUS 2980. History of Musical Theatre \(3 credits\)](#)
- [MUS 3290. Conducting I \(2 credits\)](#)
- [MUS 3301. Conducting II \(2 credits\)](#)
- [MUS 3320. Form and Analysis \(2 credits\)](#)
- [MUS 3330. Rehearsal Lab \(0 credit\)](#)
- [MUS 3340. Orchestration and Arranging \(2 credits\)](#)
- [MUS 3351. Accompanying \(1 credit\)](#)
- [MUS 3430. Musical Theatre Song Study III \(2 credits\)](#)
- [MUS 3440. Musical Theatre Song Study IV \(2 credits\)](#)
- [MUS 3500. The Music Industry \(3 credits\)](#)
- [MUS 3530. The Recording Industry \(3 credits\)](#)
- [MUS 3580. Audio Production \(3 credits\)](#)
- [MUS 3610. Jazz Theory and Composition \(3 credits\)](#)
- [MUS 3670. Studio Techniques \(3 credits\)](#)
- [MUS 3800. Introduction to Media Integration \(3 credits\)](#)
- [MUS 3840. Tap Dance \(2 credits\)](#)
- [MUS 3850. Musical Theatre Dance Styles \(2 credits\)](#)
- [MUS 3860. Acting for Musical Theatre III \(3 credits\)](#)
- [MUS 3900. Church Music \(3 credits\)](#)
- [MUS 3930. The World of Music: Classical to the Contemporary Era \(3 credits\)](#)
- [MUS 3970. World Music: A Global Study \(3 credits\)](#)
- [MUS 4000. Elementary Music Methods and Materials \(3 credits\)](#)
- [MUS 4040. Senior Recital \(0-2 credits\)](#)
- [MUS 4050. Secondary General and Choral Music Education Methods \(3 credits\)](#)
- [MUS 4130. Jazz Pedagogy \(1 credit\)](#)
- [MUS 4200. Secondary Instrumental Music Methods \(3 credits\)](#)
- [MUS 4250. Piano Pedagogy \(2 credits\)](#)
- [MUS 4450. Music Composition \(2 credits\)](#)
- [MUS 4490. Internship \(Full Semester\) \(9 credits\)](#)
- [MUS 4580. Intermediate Media Integration \(3 credits\)](#)
- [MUS 4750. Professional Seminar for Pre-Service Music Teachers \(2 credits\)](#)
- [MUS 4800. Advanced Media Integration \(3 credits\)](#)
- [MUS 4860. The Profession of Musical Theatre \(1 credit\)](#)
- [MUS 4990. Independent Study in Music \(1-3 credits\)](#)

Music Laboratory

- [MUSL 1100. Music Theory Lab \(1 credit\)](#)
- [MUSL 1140. Aural Skills I \(1 credit\)](#)
- [MUSL 1150. Aural Skills II \(1 credit\)](#)
- [MUSL 2140. Aural Skills III \(1 credit\)](#)
- [MUSL 2150. Aural Skills IV \(1 credit\)](#)
- [MUSL 3610. Jazz Lab \(1 credit\)](#)

Applied Music

Private lessons are designed to build technical proficiency, repertoire, and awareness of vocal and instrumental problems. Permission of the instructor is a prerequisite for all MUSP courses. Enrollment for two hours of credit is restricted to the major instrument for music majors only; each two-hour course from MUSP 1501-1861 may be repeated for credit up to a maximum of 6 semester hours; MUSP 3501-3801 Music majors enrolling for one-semester-hour lessons may repeat levels MUSP 1001-1361 for a maximum of three semester hours and levels MUSP 3001-3361 for a maximum of four semester hours. Students not majoring in music should enroll for one-hour credit; each one-hour course from MUSP 1001-1361

- [MUSP 1001. Private Voice \(1 credit\)](#)
- [MUSP 1001-1361. Created in Proposal incorrectly \(\)](#)
- [MUSP 1021. Private Piano \(1 credit\)](#)
- [MUSP 1041. Private Organ \(1 credit\)](#)
- [MUSP 1061. Private Flute \(1 credit\)](#)
- [MUSP 1081. Private Oboe \(1 credit\)](#)
- [MUSP 1101. Private Clarinet \(1 credit\)](#)
- [MUSP 1121. Private Bassoon \(1 credit\)](#)
- [MUSP 1141. Private Saxophone \(1 credit\)](#)
- [MUSP 1161. Private Trumpet \(1 credit\)](#)
- [MUSP 1171. Private Improvisation \(1 credit\)](#)
- [MUSP 1181. Private French Horn \(1 credit\)](#)
- [MUSP 1201. Private Trombone \(1 credit\)](#)
- [MUSP 1221. Private Euphonium \(1 credit\)](#)
- [MUSP 1241. Private Tuba \(1 credit\)](#)
- [MUSP 1261. Private Percussion \(1 credit\)](#)
- [MUSP 1271. Private Drumset \(1 credit\)](#)
- [MUSP 1281. Private Violin \(1 credit\)](#)
- [MUSP 1301. Private Viola \(1 credit\)](#)
- [MUSP 1321. Private Violoncello \(1 credit\)](#)
- [MUSP 1341. Private Bass Viol \(1 credit\)](#)
- [MUSP 1361. Private Guitar \(1 credit\)](#)
- [MUSP 1501. Private Voice \(2 credits\)](#)
- [MUSP 1521. Private Piano \(2 credits\)](#)
- [MUSP 1541. Private Organ \(2 credits\)](#)
- [MUSP 1561. Private Flute \(2 credits\)](#)
- [MUSP 1581. Private Oboe \(2 credits\)](#)
- [MUSP 1601. Private Clarinet \(2 credits\)](#)
- [MUSP 1621. Private Bassoon \(2 credits\)](#)
- [MUSP 1641. Private Saxophone \(2 credits\)](#)
- [MUSP 1661. Private Trumpet \(2 credits\)](#)
- [MUSP 1681. Private French Horn \(2 credits\)](#)
- [MUSP 1701. Private Trombone \(2 credits\)](#)
- [MUSP 1721. Private Euphonium \(2 credits\)](#)
- [MUSP 1741. Private Tuba \(2 credits\)](#)
- [MUSP 1761. Private Percussion \(2 credits\)](#)
- [MUSP 1771. Private Drumset \(2 credits\)](#)
- [MUSP 1781. Private Violin \(2 credits\)](#)
- [MUSP 1801. Private Viola \(2 credits\)](#)
- [MUSP 1821. Private Violoncello \(2 credits\)](#)
- [MUSP 1841. Private Bass Viol \(2 credits\)](#)

- [MUSP 1861. Private Guitar \(2 credits\)](#)
- [MUSP 3001. Private Voice \(1 credit\)](#)
- [MUSP 3021. Private Piano \(1 credit\)](#)
- [MUSP 3041. Private Organ \(1 credit\)](#)
- [MUSP 3061. Private Flute \(1 credit\)](#)
- [MUSP 3081. Private Oboe \(1 credit\)](#)
- [MUSP 3101. Private Clarinet \(1 credit\)](#)
- [MUSP 3121. Private Bassoon \(1 credit\)](#)
- [MUSP 3141. Private Saxophone \(1 credit\)](#)
- [MUSP 3161. Private Trumpet. \(1 credit\)](#)
- [MUSP 3171. Private Improvisation. \(1 credit\)](#)
- [MUSP 3181. Private French Horn. \(1 credit\)](#)
- [MUSP 3201. Private Trombone. \(1 credit\)](#)
- [MUSP 3221. Private Euphonium. \(1 credit\)](#)
- [MUSP 3241. Private Tuba. \(1 credit\)](#)
- [MUSP 3261. Private Percussion. \(1 credit\)](#)
- [MUSP 3271. Private Drumset. \(1 credit\)](#)
- [MUSP 3281. Private Violin. \(1 credit\)](#)
- [MUSP 3301. Private Viola. \(1 credit\)](#)
- [MUSP 3321. Private Violoncello. \(1 credit\)](#)
- [MUSP 3341. Private Bass Viol. \(1 credit\)](#)
- [MUSP 3361. Private Guitar. \(1 credit\)](#)
- [MUSP 3501. Private Voice. \(2 credits\)](#)
- [MUSP 3521. Private Piano. \(2 credits\)](#)
- [MUSP 3541. Private Organ. \(2 credits\)](#)
- [MUSP 3561. Private Flute. \(2 credits\)](#)
- [MUSP 3581. Private Oboe. \(2 credits\)](#)
- [MUSP 3601. Private Clarinet. \(2 credits\)](#)
- [MUSP 3621. Private Bassoon. \(2 credits\)](#)
- [MUSP 3641. Private Saxophone. \(2 credits\)](#)
- [MUSP 3661. Private Trumpet. \(2 credits\)](#)
- [MUSP 3681. Private French Horn. \(2 credits\)](#)
- [MUSP 3701. Private Trombone. \(2 credits\)](#)
- [MUSP 3721. Private Euphonium. \(2 credits\)](#)
- [MUSP 3741. Private Tuba. \(2 credits\)](#)
- [MUSP 3761. Private Percussion. \(2 credits\)](#)
- [MUSP 3771. Private Drumset. \(2 credits\)](#)
- [MUSP 3781. Private Violin. \(2 credits\)](#)
- [MUSP 3801. Private Viola. \(2 credits\)](#)
- [MUSP 3821. Private Violoncello. \(2 credits\)](#)
- [MUSP 3841. Private Bass Viol. \(2 credits\)](#)
- [MUSP 3861. Private Guitar. \(2 credits\)](#)
- [MUSP 3881. Private Audio Production \(2 credits\)](#)

Special Topics in Music

- [MUSS 3xxx. Special Topics in Music \(1-3 credits\)](#)

Department of Philosophy and Religion

chair: David H. Nikkel

Faculty: Mordechai Inbari, Melinda Rosenberg, S. Brian Stratton, Ray K. Sutherland

Philosophy and religion have long been considered integral parts of the Liberal Arts Programs. The courses presented here are planned to give the inquiring student an introduction to these broadening disciplines, the means whereby the significance of various disciplines can be interpreted, and a way of viewing, understanding and resolving some of the conflicts and issues in modern culture. These courses prepare the student to succeed in a variety of jobs, to take an active part in community activities, and/or to engage in graduate study.

A combined major in philosophy and religion of thirty hours is offered. Minors of eighteen hours are also offered.

Students interested in majoring in philosophy and religion should discuss their interests with a faculty member in the Department. In order to help fulfill the aims of the individual student, courses are to be selected in conference with the student's departmental advisor.

Minor in Asian Studies, British Studies, Jewish and Middle Eastern Studies, Popular Religious Culture in America, or Terrorism Studies

In addition to the minors in Philosophy, Philosophy and Religion, and Religion, the department also participates in the following interdisciplinary minors: Asian Studies, British Studies (see History Department listings); Jewish and Middle Eastern Studies, Popular Religious Culture in America (see below); and Terrorism Studies (see Sociology and Criminal Justice Department listings).

Programs

Major

- [Philosophy and Religion, B.A.](#)

Minor

- [Jewish and Middle Eastern Studies Minor](#)
- [Philosophy and Religion Minor](#)
- [Philosophy Minor](#)
- [Popular Religious Culture in America Minor](#)
- [Religion Minor](#)

Academic Concentration

- [Philosophy and Religion Academic Concentration](#)

Certificate

- [Certificate in Applied Ethics](#)

Courses

Philosophy

- [PHI 1000. Introduction to Philosophy \(3 credits\)](#)
- [PHI 1010. Logic \(3 credits\)](#)
- [PHI 1020. Perspectives on Humanity \(3 credits\)](#)
- [PHI 2040. Introduction to Ethics \(3 credits\)](#)
- [PHI 2050. Social and Political Philosophy \(3 credits\)](#)
- [PHI 2070. Contemporary Moral Issues \(3 credits\)](#)
- [PHI 2110. American Philosophy \(3 credits\)](#)

- [PHI 2220. Introduction to Asian Studies \(3 credits\)](#)
- [PHI 3010. Moral Theory \(3 credits\)](#)
- [PHI 3080. The Great Philosophers: Ancient and Medieval \(3 credits\)](#)
- [PHI 3090. Modern Philosophy \(3 credits\)](#)
- [PHI 3100. Superheroes and Philosophy \(3 credits\)](#)
- [PHI 3110. Theories of Knowledge and Reality \(3 credits\)](#)
- [PHI 3160. Sports Ethics \(3 credits\)](#)
- [PHI 3200. Ethics, Politics, and Law \(3 credits\)](#)
- [PHI 3210. Philosophy of Science \(3 credits\)](#)
- [PHI 3220. Religion and Science \(3 credits\)](#)
- [PHI 3300. Environmental Ethics \(3 credits\)](#)
- [PHI 3400. Writing in Philosophy and Religious Studies \(3 credits\)](#)
- [PHI 3550. Philosophy of Religion \(3 credits\)](#)
- [PHI 3600. Internship in Philosophy and Religion \(1-3 credits\)](#)
- [PHI 3760. Medical Ethics \(3 credits\)](#)
- [PHI 4000. Contemporary Philosophy \(3 credits\)](#)
- [PHI 4030. War and Morality \(3 credits\)](#)
- [PHI 4230. Philosophy of Art and Beauty \(3 credits\)](#)
- [PHI 4430. Business Ethics \(3 credits\)](#)
- [PHI 4500. Advanced Studies in Eastern Philosophies and Religions \(3 credits\)](#)
- [PHI 4990. Independent Study in Philosophy \(1-3 credits\)](#)

Special Topics in Philosophy

- [PHIS 4xxx. Seminar in Philosophy \(1-3 credits\)](#)

Religion

- [REL 1020. Perspectives on Humanity \(3 credits\)](#)
- [REL 1050. Introduction to the Old Testament \(3 credits\)](#)
- [REL 1060. Introduction to the New Testament \(3 credits\)](#)
- [REL 1080. Introduction to Religious Thought \(3 credits\)](#)
- [REL 1220. Understanding Religious Practices \(3 credits\)](#)
- [REL 1300. Introduction to Religion \(3 credits\)](#)
- [REL 1430. Society and Religion \(3 credits\)](#)
- [REL 2050. Religion, Art, and Culture \(3 credits\)](#)
- [REL 2090. Religion in America \(3 credits\)](#)
- [REL 2130. American Indian Religious Traditions \(3 credits\)](#)
- [REL 2140. Introduction to Religious Ethics \(3 credits\)](#)
- [REL 2160. Asian Religions \(3 credits\)](#)
- [REL 2180. Middle Eastern Religions \(3 credits\)](#)
- [REL 2340. Classical Mythology \(3 credits\)](#)
- [REL 3025. Fundamentalisms \(3 credits\)](#)
- [REL 3028. Cultural and Religious History of China \(3 credits\)](#)
- [REL 3029. Cultural and Religious History of Korea and Japan \(3 credits\)](#)
- [REL 3030. Islam \(3 credits\)](#)
- [REL 3150. Judaism \(3 credits\)](#)
- [REL 3160. Biblical Wisdom Literature \(3 credits\)](#)
- [REL 3180. The End Times in the Bible \(3 credits\)](#)
- [REL 3190. Modern Religious Thought \(3 credits\)](#)
- [REL 3220. Religion and Science \(3 credits\)](#)
- [REL 3270. History of Western Religious Thought \(3 credits\)](#)
- [REL 3280. Violence and Religion \(3 credits\)](#)
- [REL 3290. Life and Letters of Paul \(3 credits\)](#)
- [REL 3310. The Books of Moses \(3 credits\)](#)
- [REL 3350. Sexuality and Religion \(3 credits\)](#)
- [REL 3360. Life of Jesus \(3 credits\)](#)
- [REL 3370. Prophetic Literature of the Bible \(3 credits\)](#)

- [REL 3400. Writing in Philosophy and Religious Studies \(3 credits\)](#)
- [REL 3420. Hindu Traditions \(3 credits\)](#)
- [REL 3430. Buddhist Traditions \(3 credits\)](#)
- [REL 3550. Philosophy of Religion \(3 credits\)](#)
- [REL 3600. Internship in Philosophy and Religion \(1-3 credits\)](#)
- [REL 4080. The Paranormal \(3 credits\)](#)
- [REL 4100. Religion and the Media \(3 credits\)](#)
- [REL 4150. Amerindian Oral Traditions \(3 credits\)](#)
- [REL 4170. Sociology of Religion \(3 credits\)](#)
- [REL 4230. Jerusalem In Time, Space, and Imagination \(3 credits\)](#)
- [REL 4270. Sects, "Cults," and New Religions \(3 credits\)](#)
- [REL 4350. Greek and Roman Religion \(3 credits\)](#)
- [REL 4410. Theories and Methods in Religion \(3 credits\)](#)
- [REL 4500. Advanced Studies in Eastern Philosophies and Religions \(3 credits\)](#)
- [REL 4990. Independent Study \(1-3 credits\)](#)

Special Topics in Religion

- [RELS 4xxx. Special Studies in Religion \(3 credits\)](#)

Department of Political Science and Public Administration

Chair: Emily A. Neff-Sharum⁴

Faculty: William G. Albrecht¹, Gary L. Anderson, Jr.², Melissa Buice, , Tracy Cooper, Jordin Dickerson , Sojin Jang, Josiah Marineau, Martin Mayer, Mark Milewicz, Elizabeth L. Normandy

¹ Internship Coordinator

²MPA Program Director

Political Science is the systematic study of politics. In its broadest sense, politics includes the decision-making and decision-enforcing processes concerned with the use of valued resources for any group that makes and enforces rules for its members. In this department the emphasis is upon the parts of these processes involving the government.

The Department of Political Science and Public Administration seeks to follow the aims of the liberal arts tradition. It also seeks to provide political science and public administration students with an educational background that will prepare them for a wide range of career opportunities from the fields of Law, Government Foreign Service, Public Administration, Journalism, "Practical Politics," and Teaching. The Department does this by offering a B.A. with four concentration options: General Political Science, Pre-Law, Public Policy and Administration, and International Studies. Students with a GPA of a 3.4 or higher are eligible to apply for the Political Science B.A. and Master of Public Administration five-year combined program. This program allows students to earn both degrees in five years by taking graduate courses during their senior year of the undergraduate work.

The Department also offers the Master of Public Administration (M.P.A.) degree with concentrations in General Public Administration, Criminal Justice, Emergency

Management, and Health Administration. For complete information about programs and courses, see the Graduate School section of the catalog.

Programs

Major

- [Political Science, B.A., and Public Administration, M.P.A., Five-Year Combined Track](#)
- [Political Science, General Option, B.A.](#)
- [Political Science, International Studies Option, B.A.](#)
- [Political Science, Pre Law Option, B.A.](#)
- [Political Science, Public Policy and Administration Option, B.A.](#)

Minor

- [General Political Science Minor](#)
- [Legal Studies Minor](#)
- [Public Administration Minor](#)

Academic Concentration

- [Political Science Academic Concentration](#)

Courses

Public Policy and Administration

- [PAD 2010. American State and Local Government, Administration and Policy \(3 credits\)](#)
- [PAD 3100. Introduction to Public Administration \(3 credits\)](#)
- [PAD 3190. Public Policy and Analysis \(3 credits\)](#)
- [PAD 3440. Introduction to Budgeting and Financial Management \(3 credits\)](#)
- [PAD 3600. Introductory Internship in Public Administration \(3 credits\)](#)
- [PAD 3610. Advanced Internship in Public Administration \(3 credits\)](#)
- [PAD 3640. Practicum in Public Administration \(6 credits\)](#)
- [PAD 3980. Directed Research in Public Administration I \(1-3 credits\)](#)
- [PAD 3990. Directed Research in Public Administration II \(1-3 credits\)](#)
- [PAD 4500. Policy Studies \(3 credits\)](#)
- [PAD 4530. Advanced Public Administration \(3 credits\)](#)
- [PAD 4530/5510. Advanced Public Administration \(3 credits\)](#)
- [PAD 4770. Topics in Public Policy \(3 credits\)](#)

Political Science

- [PLS 1000. Introduction to Political Science \(3 credits\)](#)
- [PLS 1010. Introduction to American National Government \(3 credits\)](#)
- [PLS 2000. Introduction to Comparative Politics \(3 credits\)](#)
- [PLS 2010. American State & Local Government, Administration & Policy \(3 credits\)](#)
- [PLS 2060. Model United Nations \(3 credits\)](#)
- [PLS 2070. Model Arab League \(3 credits\)](#)
- [PLS 2150. North Carolina Politics and Government \(3 credits\)](#)
- [PLS 2170. Judicial Process and Behavior \(3 credits\)](#)
- [PLS 2220. Introduction to Asian Studies \(3 credits\)](#)
- [PLS 2330. Introduction to Theory and Methodology \(4 credits\)](#)
- [PLS 2510. Introduction to World Politics \(3 credits\)](#)
- [PLS 2520. Theories of International Relations \(3 credits\)](#)
- [PLS 3010. Political Parties and Interest Groups in the United States \(3 credits\)](#)
- [PLS 3025. Fundamentalisms \(3 credits\)](#)
- [PLS 3030. Political Thought \(3 credits\)](#)
- [PLS 3040. Legislative Process in the United States \(3 credits\)](#)
- [PLS 3050. Public Opinion and Elections in the American Political System \(3 credits\)](#)
- [PLS 3060. The American Presidency \(3 credits\)](#)
- [PLS 3100. Constitutional Law \(3 credits\)](#)

- [PLS 3110. Constitutional Law of Individual and Equal Rights \(3 credits\)](#)
- [PLS 3120. Law of Criminal Procedure \(3 credits\)](#)
- [PLS 3220. International Political Economy \(3 credits\)](#)
- [PLS 3312. Political Geography \(3 credits\)](#)
- [PLS 3520. Writing in Political Science \(3 credits\)](#)
- [PLS 3600. Introductory Internship in Political Science \(3 credits\)](#)
- [PLS 3610. Advanced Internship in Political Science \(3 credits\)](#)
- [PLS 3620. International Issues \(3 credits\)](#)
- [PLS 3750. Politics in the Developing World \(3 credits\)](#)
- [PLS 3800. International Organizations \(3 credits\)](#)
- [PLS 3810. International Law \(3 credits\)](#)
- [PLS 3980. Directed Research in Political Science I \(1-3 credits\)](#)
- [PLS 3990. Directed Research in Political Science II \(1-3 credits\)](#)
- [PLS 4020. Selected Topics in American Government \(3 credits\)](#)
- [PLS 4050. Washington Internship \(6-12 credits\)](#)
- [PLS 4170. International Security Policy \(3 credits\)](#)
- [PLS 4180. Special Topics in Theory, Philosophy, and Methodology \(3 credits\)](#)
- [PLS 4190. Topics in Terrorism \(3 credits\)](#)
- [PLS 4200. Special Topics in Comparative Politics \(3 credits\)](#)
- [PLS 4225. Environmental Politics and Policy \(3 credits\)](#)
- [PLS 4300. Special Topics in International Politics \(3 credits\)](#)
- [PLS 4400. Comparative Public Administration \(3 credits\)](#)
- [PLS 4510. American Foreign Policy \(3 credits\)](#)
- [PLS 4990. Independent Study in Political Science \(1-3 credits\)](#)

Special Topics in Political Science

- [PLSS 3000. Regional Area Studies \(3 credits\)](#)
- [PLSS 3100. Regional Area Studies \(3 credits\)](#)

Department of Psychology

Chair: Kelly A. Charlton

Faculty: Ashley Allen¹, Tara M. Busch, William Collier, Rachel Morrison, Shilpa Pai Regan, Brian Smith, Erik Tracy

¹Associate Dean, College of Arts and Sciences

People throughout history have been intrigued by the question, "What is human nature?" Psychology's approach to this topic is aimed at understanding basic patterns of thought, emotion, and behavior. It uses a variety of scientific methods, including interviews, case studies, field observations, neurophysiological recordings, and controlled experimentation. Psychology's fund of knowledge has grown very rapidly over the past century. We now have a much clearer understanding of how people learn, how childhood experiences affect adult personality, how people influence one another during normal social relations, how to treat emotional and behavioral problems, how the brain's biochemistry influences behavior, and many other significant topics.

The Department's courses strive to blend general conclusions with practical application. Many topics are presented through role playing, discussions promoting personal involvement, and other experiential techniques. In addition to teaching established knowledge, the Department attempts to convey the excitement, controversy, and spirit of exploration that pervade the field of psychology today.

The Department offers a Bachelor of Science Degree in Psychology. The Department also offers minors in General Psychology (described below) and Personnel and Organizational Leadership (described under Interdisciplinary Majors and Minors in the Academic Programs section of the catalog) and an academic concentration in Psychology (described below).

These avenues of study prepare students for a variety of occupational paths. Many graduates build careers in human services, administration, entrepreneurship, and other fields of practical endeavor. Others enter graduate school and pursue careers as professional psychologists.

Programs

Major

- [Psychology, B.S.](#)

Minor

- [Psychology Minor](#)

Academic Concentration

- [Psychology Academic Concentration](#)

Courses

Psychology

- [PSY 1010. Introductory Psychology \(3 credits\)](#)
- [PSY 1030. Psychology of Parenthood \(3 credits\)](#)
- [PSY 1250. Human Potential \(3 credits\)](#)
- [PSY 1900. Career and Professional Perspectives in Psychology \(1 credit\)](#)
- [PSY 2050. Childhood and Adolescence \(3 credits\)](#)
- [PSY 2060. Animal Cognition and Behavior \(3 credits\)](#)
- [PSY 2080. Research Statistics \(3 credits\)](#)
- [PSY 2100. Research Methodology \(3 credits\)](#)
- [PSY 2150. Psychology of Learning \(3 credits\)](#)
- [PSY 2160. Social Psychology \(3 credits\)](#)
- [PSY 2200. Behavior Modification \(3 credits\)](#)
- [PSY 2250. Health Psychology: Wellness and Health \(3 credits\)](#)
- [PSY 2700. Industrial/Organizational Psychology \(3 credits\)](#)
- [PSY 3040. History and Systems of Psychology \(3 credits\)](#)
- [PSY 3050. Psychology of Adult Development and Aging \(3 credits\)](#)
- [PSY 3120. Cognitive Processes \(3 credits\)](#)
- [PSY 3150. Guiding Young Children \(3 credits\)](#)
- [PSY 3160. Psychology of Leadership \(3 credits\)](#)
- [PSY 3550. Sensation and Perception \(3 credits\)](#)
- [PSY 3600. Abnormal Psychology \(3 credits\)](#)
- [PSY 3750. Personality Theories \(3 credits\)](#)
- [PSY 3990. Directed Study \(1-6 credits\)](#)
- [PSY 4000. Research Methods Capstone \(3 credits\)](#)
- [PSY 4010. Biopsychology \(3 credits\)](#)
- [PSY 4030. Psychological Testing \(3 credits\)](#)
- [PSY 4090. Psychology and Law \(3 credits\)](#)
- [PSY 4150. Motivation and Emotion \(3 credits\)](#)
- [PSY 4170. Clinical and Counseling Psychology \(3 credits\)](#)
- [PSY 4900. Internship in Psychology \(1 credit\)](#)

Special Topics in Psychology

- [PSYS 2xxx. Current Topics in Psychology \(3 credits\)](#)
- [PSYS 3xxx. Current Topics Seminar \(3 credits\)](#)

Department of Sociology and Criminal Justice

Chair: John Porter Lillis

Faculty: Yawo Bessa, Calvina Ellerbe, Kenethia Fuller, Jessica Godsey, Kristin Godwin, Michael H. Green, Matthew R. Hassett, E. Brooke Kelly, Victoria Kurdyla, Renee Lamphere, Jesse M. McQueen, Ottis Murray, Lauren Norman, Mario Paparozzi, Ashley N. Parsons, Corey R. Pomykacz, Abigail Reiter, E. Miranda Reiter, Matthew J. Schneider, Robert Michael Spivey, Mecca K. Terry Tracy Vargas

The purpose of the Department of Sociology and Criminal Justice is to provide students with classroom and real-life experiences designed to stimulate critical thought about the social environment and to prepare students for meaningful participation in society.

The Department offers both a major and an academic concentration in Sociology and a major in Criminal Justice. In addition, minors are available in Sociology, Criminal Justice, Substance Abuse, Medical Sociology, International Sociology, Gender Studies, and Community Development.

The Department places emphasis on applied sociology and criminal justice. Many courses within the department allow students to test classroom learning through real-life experience (field-work placement) in the community. Such experiences enhance students' employment opportunities following graduation.

The Department of Sociology and Criminal Justice strongly recommends that prospective majors, minors, and those developing specialty concentrations consult the Department Chair.

Graduate Courses in Criminal Justice and Sociology

The department participates in the Concentration in Criminal Justice of the Master's of Public Administration program. Undergraduate enrollment for graduate courses is permitted for some seniors subject to the policies of the School of Graduate Studies and Research. See the [Graduate Programs](#) section of this catalog for those policies and a description of the MPA program and courses.

See the [Graduate Programs](#) section of this catalog for a description of graduate Sociology courses offered as electives for the M.A. and M.A.T. in Social Studies Education.

Programs

Major

- [Criminal Justice, B.A.](#)
- [Sociology, B.A.](#)

Minor

- [Applied Gerontology Minor](#)

- [Criminal Justice Minor](#)
- [Gender Studies Minor](#)
- [Medical Sociology Minor](#)
- [Non-Profit Leadership Minor](#)
- [Sociology Minor](#)
- [Substance Abuse Minor](#)
- [Terrorism Studies Minor](#)

Academic Concentration

- [Sociology Academic Concentration](#)

Courses

Criminal Justice

- [CRJ 2000. Introduction to Criminal Justice \(3 credits\)](#)
- [CRJ 2010. Introduction to Terrorism Studies \(3 credits\)](#)
- [CRJ 2100. Police in Society \(3 credits\)](#)
- [CRJ 2200. The Judiciary-An Introduction \(3 credits\)](#)
- [CRJ 2300. Contemporary Corrections \(3 credits\)](#)
- [CRJ 2400. Criminology \(3 credits\)](#)
- [CRJ 2410. Juvenile Justice System \(3 credits\)](#)
- [CRJ 2830. Interviewing Skills \(3 credits\)](#)
- [CRJ 3000. Criminal Law \(3 credits\)](#)
- [CRJ 3010. Criminal Justice Writing/Rhetoric \(3 credits\)](#)
- [CRJ 3020. Wrongful Convictions and Miscarriages of Justice \(3 credits\)](#)
- [CRJ 3100. Private Security \(3 credits\)](#)
- [CRJ 3110. Race and Racism \(3 Credits\)](#)
- [CRJ 3150. Criminal Investigation \(3 credits\)](#)
- [CRJ 3180. Criminal Justice Administration and Management \(3 credits\)](#)
- [CRJ 3300. Probation and Parole \(3 credits\)](#)
- [CRJ 3400. Life Course Criminology \(3 credits\)](#)
- [CRJ 3440. Organized Crime \(3 credits\)](#)
- [CRJ 3500. Offender Rehabilitation \(3 credits\)](#)
- [CRJ 3520. Human Trafficking and Slavery \(3 credits\)](#)
- [CRJ 3600. Social Statistics \(3 credits\)](#)
- [CRJ 3610. Social Research \(3 credits\)](#)
- [CRJ 3670. Social Deviance \(3 credits\)](#)
- [CRJ 3680. Law and Society \(3 credits\)](#)
- [CRJ 3700. Ethics in Criminal Justice \(3 credits\)](#)
- [CRJ 3750. Criminal Profiling \(3 credits\)](#)
- [CRJ 3910. Constitutional Rights of Prisoners \(3 credits\)](#)
- [CRJ 4000. Criminal Procedure \(3 credits\)](#)
- [CRJ 4020. Sex Crimes \(3 credits\)](#)
- [CRJ 4120. Judicial Decisions \(3 credits\)](#)
- [CRJ 4140. Restorative Justice \(3 credits\)](#)
- [CRJ 4150. Police Community Relations \(3 credits\)](#)
- [CRJ 4200. Homeland Security \(3 credits\)](#)
- [CRJ 4210. Counterterrorism Strategies \(3 credits\)](#)
- [CRJ 4220. Terrorism: Constitutional and Legal Issues \(3 credits\)](#)
- [CRJ 4230. Intelligence Studies \(3 credits\)](#)
- [CRJ 4350. Death Penalty \(3 credits\)](#)
- [CRJ 4400. Conflict Management \(3 credits\)](#)
- [CRJ 4520. Women and Crime \(3 credits\)](#)
- [CRJ 4530. Family Violence \(3 credits\)](#)
- [CRJ 4550. Victimology \(3 credits\)](#)

- [CRJ 4750. Computer Applications in Criminal Justice \(3 credits\)](#)
- [CRJ 4800. Internship in Criminal Justice \(3 credits\)](#)
- [CRJ 4990. Independent Study in Criminal Justice \(3 credits\)](#)

Special Topics in Criminal Justice

- [CRJS 4xxx. Special Topics in Criminal Justice \(3 credits\)](#)

Substance Abuse

- [SAB 2700. Medical Terminology \(2 credits\)](#)
- [SAB 2830. Interviewing Skills \(3 credits\)](#)
- [SAB 3770. Drug Use and Abuse \(3 credits\)](#)
- [SAB 4550. Treatment of Alcohol and Drug Addiction \(3 credits\)](#)
- [SAB 4610. Addiction and Women \(3 credits\)](#)

Sociology

- [SOC 1020. Introduction to Sociology \(3 credits\)](#)
- [SOC 1050. Introduction to Cultural Anthropology \(3 credits\)](#)
- [SOC 2090. Social Problems in Modern Society \(3 credits\)](#)
- [SOC 2200. Computers and Society \(3 credits\)](#)
- [SOC 2400. Criminology \(3 credits\)](#)
- [SOC 2650. Popular Culture \(3 credits\)](#)
- [SOC 2800. Health and Society \(3 credits\)](#)
- [SOC 3000. Sociological Writing/Rhetoric \(3 credits\)](#)
- [SOC 3010. Community Health Organizations & Services \(3 credits\)](#)
- [SOC 3030. The Family \(3 credits\)](#)
- [SOC 3060. Sociological Theory \(3 credits\)](#)
- [SOC 3110. Race and Racism \(3 Credits\)](#)
- [SOC 3120. Sports in Contemporary Society \(3 credits\)](#)
- [SOC 3130. The Community \(3 credits\)](#)
- [SOC 3140. Collective Behavior and Social Movements \(3 credits\)](#)
- [SOC 3160. Development and Globalization \(3 credits\)](#)
- [SOC 3170. Social Gerontology \(3 credits\)](#)
- [SOC 3180. Community Development \(3 credits\)](#)
- [SOC 3210. Social Inequalities \(3 credits\)](#)
- [SOC 3220. Environmental Sociology \(3 credits\)](#)
- [SOC 3240. Sociology of Poverty \(3 credits\)](#)
- [SOC 3400. Life Course Criminology \(3 credits\)](#)
- [SOC 3520. Human Trafficking and Slavery \(3 credits\)](#)
- [SOC 3540. Gender and Society \(3 credits\)](#)
- [SOC 3600. Social Statistics \(3 credits\)](#)
- [SOC 3610. Social Research \(3 credits\)](#)
- [SOC 3670. Social Deviance \(3 credits\)](#)
- [SOC 3680. Law and Society \(3 credits\)](#)
- [SOC 3690. Sociology of Mental Disorders \(3 credits\)](#)
- [SOC 3730. Health Promotion and Wellness \(3 credits\)](#)
- [SOC 3750. Death and Dying \(3 credits\)](#)
- [SOC 3780. Sociology of Drug Use \(3 credits\)](#)
- [SOC 3790. Substance Abuse Prevention \(3 credits\)](#)
- [SOC 3870. Women in Society \(3 credits\)](#)
- [SOC 3880. Native American Populations \(3 credits\)](#)
- [SOC 3890. Exploring Masculinities \(3 credits\)](#)
- [SOC 3960. The Sociology of Everyday Life \(3 credits\)](#)
- [SOC 4170. Sociology of Religion \(3 credits\)](#)
- [SOC 4180. Voluntary Associations and Non-Profit Organizations \(3 credits\)](#)
- [SOC 4250. Organizations in Society \(3 credits\)](#)
- [SOC 4400. Conflict Management \(3 credits\)](#)
- [SOC 4420. Community Resource Development \(3 credits\)](#)

- [SOC 4520. Women and Crime \(3 credits\)](#)
- [SOC 4530. Family Violence \(3 credits\)](#)
- [SOC 4610. Addiction and Women \(3 credits\)](#)
- [SOC 4620. Sociological Social Psychology \(3 credits\)](#)
- [SOC 4850. Internship in Sociology \(3 credits\)](#)
- [SOC 4990. Independent Study in Sociology \(3 credits\)](#)

Special Topics in Sociology

- [SOCS 4xxx. Special Topics \(3 credits\)](#)

College of Health Sciences

Dean: Eva Skuka, M.D.

Established in 2018, the College of Health Sciences is comprised of three departments: Department of Health and Human Performance, Department of Nursing, and Department of Social Work. Undergraduate degrees offered include the Bachelor of Science in Athletic Training, Bachelor of Science in Exercise Sport Science, Bachelor of Science in Health/Physical Education, Bachelor of Science in Nursing and the Bachelor of Social Work. Graduate degrees available through the Graduate School include the Master of Arts in Health and Physical Education, the Master of Science in Nursing, and the Master of Social Work, as well as a graduate certificate Nursing Education.

The College's programs maintain professional accreditations through the Commission on Accreditation of Athletic Training Education (CAATE), Commission on Collegiate Nursing Education (CCNE) and the Council on Social Work Education (CSWE). Programs that lead to North Carolina educator licensure are administered with the School of Education and are accredited by the National Council for Accreditation of Teacher Education and approved by the North Carolina Department of Public Instruction.

[Display programs for this school/college.](#)

Department of Kinesiology

Chair: Francis M. Kozub, Ph.D.

Faculty: Lars Andersson, Brittany Bennett, Michael Blackburn, Johnny Cox, Kendra Eaton, Susan Edkins⁴, Leah Fiorentino, Laura Fenton, Stephanie Graziani, John Haskins, Kriston Jacobs, Jeff Jefferson, Othello Johnson, Tony Jones, Beverly Justice, Billy Lindquist, Ellen McGill, Michael Musselwhite, Paul O'Neil, Peter Ormsby, Brittany Padilla, Alyssa Price, Drew Richards, Shane Richardson, Oscar Roverato, Theresa Schlosser, Jessica Siegele, Matthew Stuck, David Synan, Joey Tamburo, Caroline Taylor, Thomas Trendowski^{1,5}, William Young, Marian Wooten³, Chi-Emeke Worthington

¹Graduate Program Director

²Health Promotion Program Coordinator

³Recreation and Sport Administration Program Coordinator

⁴Athletic Training Program Director

⁵Health and Physical Education Program Coordinator

⁶Exercise Physiology Program Coordinator

The purposes of the Department of Kinesiology are: (1) to provide a comprehensive academic program in health, physical education, and recreation for students who plan to pursue one of these fields as a profession; (2) to provide professional preparation for prospective teachers in the area of health and physical education; (3) to provide a service program which will afford all students the opportunity to learn and participate in a wide range of activities which will benefit them now and in the future; and (4) to educate individuals about risk factors associated with certain lifestyle choices and provide them with the skills to make behavioral changes that will improve their health and the quality of their lives.

The Department offers the Master of Arts (M.A.) and the Master of Arts in Teaching (M.A.T.) graduate programs in Health and Physical Education and the Master of Science (M.S.) program in Athletic Training. For complete information about programs and courses leading to these graduate degrees, see [The Graduate School](#).

Programs

Major

- [3+2 BS EXSS Exercise Physiology/MS Athletic Training](#)
- [Exercise and Sport Science, Fitness Specialist Track](#)
- [Exercise and Sport Science, Health Promotion Track, B.S.](#)
- [Exercise and Sport Science, Recreation and Sport Administration Track, B.S.](#)

Minor

- [Health Promotion Minor](#)
- [Recreation Minor](#)
- [Sport Leadership Minor](#)

Courses

Athletic Training

- [ATH 1040. Introduction to Athletic Training \(3 credits\)](#)

Health Promotion

- [HLTH 1060. Safety and First Aid \(1 credit\)](#)
- [HLTH 2000. Principles of Health and Fitness Promotion \(3 credits\)](#)
- [HLTH 2060. Nutrition \(1 credit\)](#)
- [HLTH 2100. Applied Nutrition \(3 credits\)](#)
- [HLTH 3060. Human Sexuality \(3 credits\)](#)
- [HLTH 3070. Women's Health Issues \(3 credits\)](#)
- [HLTH 3080. Ethnic and Cultural Implications in Health Promotion \(3 credits\)](#)
- [HLTH 3300. Health Promotion and Fitness Skills \(3 credits\)](#)
- [HLTH 3650. Epidemiology of Human Diseases \(3 credits\)](#)
- [HLTH 3660. Health Advocacy \(3 credits\)](#)
- [HLTH 3670. Health Care Ethics \(3 credits\)](#)
- [HLTH 3770. Drugs, Society, and Behavior \(3 credits\)](#)
- [HLTH 4100. Health and Fitness Behavior Changes \(3 credits\)](#)
- [HLTH 4250. Leisure and Wellness for Older Adults \(3 credits\)](#)
- [HLTH 4700. Planning, Administration, and Evaluation of Programs \(3 credits\)](#)
- [HLTH 4910. Three-Credit Internship \(3 credits\)](#)

Health and Human Performance

- [HHP 4920. Three-Credit Internship \(3 credits\)](#)
- [RSA 4030. Facilities Design \(3 credits\)](#)

Physical Education

- [PED 1010. Wellness and Fitness \(1 credit\)](#)
- [PED 1300. Fitness Walking \(1 credit\)](#)
- [PED 1310. Archery \(1 credit\)](#)
- [PED 1320. Badminton \(1 credit\)](#)
- [PED 1330. Golf \(1 credit\)](#)
- [PED 1340. Swimming \(1 credit\)](#)
- [PED 1350. Tennis \(1 credit\)](#)
- [PED 1360. Soccer \(1 credit\)](#)
- [PED 1370. Bowling \(1 credit\)](#)
- [PED 1380. Rhythms and Dance \(1 credit\)](#)
- [PED 1390. Racquetball \(1 credit\)](#)
- [PED 1410. Physical Conditioning \(1 credit\)](#)
- [PED 1450. Volleyball \(1 credit\)](#)
- [PED 1460. Weight Training \(1 credit\)](#)
- [PED 1640. Fall Sport Varsity Athlete \(1 credit\)](#)
- [PED 1650. Spring Sport Varsity Athlete \(1 credit\)](#)
- [PED 1770. Advanced Physical Conditioning \(1 credit\)](#)
- [PED 1790. Aerobic Dance \(1 credit\)](#)
- [PED 1800. Military Physical Training \(1 credit\)](#)
- [PED 1810. Stage Dance I \(1 credit\)](#)
- [PED 1820. Stage Dance II \(1 credit\)](#)
- [PED 1900. Outdoor Fitness \(1 credit\)](#)
- [PED 1910. Indoor Cycling \(1 credit\)](#)
- [PED 1950. Water Aerobics \(1 credit\)](#)
- [PED 2000. Motor Learning and Development \(1 credit\)](#)
- [PED 2040. Adaptive Physical Education \(1 credit\)](#)
- [PED 2060. Nutrition \(1 credit\)](#)
- [PED 2070. Technology Applications in HPER \(1 credit\)](#)
- [PED 2300. Officiating Sports \(1 credit\)](#)
- [PED 3000. Health/PE Activities for Grades K-3 \(2 credits\)](#)
- [PED 3020. Health/PE Activities in Grades 10-12 \(2 credits\)](#)
- [PED 3060. Elementary School Methods Health/PE \(3 credits\)](#)
- [PED 3070. Middle School Methods Health/PE \(3 credits\)](#)
- [PED 3080. High School Health/PE Methods \(3 credits\)](#)
- [PED 3100. Adapted Physical Education \(3 credits\)](#)
- [PED 3120. PE and Sport in Contemporary Society \(3 credits\)](#)
- [PED 3170. Health/PE Activities for Grades 4-6 \(2 credits\)](#)
- [PED 3175. Health/PE Activities in Grades 7-9 \(2 credits\)](#)
- [PED 3260. Practicum in Athletic Coaching \(1 credit\)](#)
- [PED 3320. Teaching Swimming \(1 credit\)](#)
- [PED 3330. Lifeguard Training \(2 credits\)](#)
- [PED 3340. Lifeguard Instructor \(1 credit\)](#)
- [PED 3350. Water Safety Instructor \(WSI\) \(1 credit\)](#)
- [PED 3420. Introduction to Health/PE \(3 credits\)](#)
- [PED 3500. Coaching Football \(1 credit\)](#)
- [PED 3510. Coaching Basketball \(Men or Women\) \(1 credit\)](#)
- [PED 3520. Coaching Track and Field \(1 credit\)](#)
- [PED 3530. Coaching Baseball \(1 credit\)](#)
- [PED 3540. Coaching Wrestling \(1 credit\)](#)
- [PED 3550. Coaching Soccer \(1 credit\)](#)
- [PED 3560. Coaching Softball \(1 credit\)](#)
- [PED 3640. Coaching Volleyball \(1 credit\)](#)
- [PED 3660. Coaching Tennis \(1 credit\)](#)
- [PED 4020. Applied Exercise and Sport Science \(3 credits\)](#)

- [PED 4040. Classroom Discipline \(1 credit\)](#)
- [PED 4060. Current Issues in Health and PE \(3 credits\)](#)
- [PED 4240. Tests and Measurement in Physical Education \(3 credits\)](#)

Exercise Physiology

- [EXPH 2100. Anatomy and Physiology \(3 credits\)](#)
- [EXPH 2110. Anatomy and Physiology I Lab \(1 credit\)](#)
- [EXPH 2200. Anatomy and Physiology II \(3 credits\)](#)
- [EXPH 2210. Anatomy and Physiology II Lab \(1 credit\)](#)
- [EXPH 3400. Sport and Exercise Psychology \(3 credits\)](#)
- [EXPH 3450. Kinesiology \(3 credits\)](#)
- [EXPH 3460. Kinesiology Lab \(1 credit\)](#)
- [EXPH 3500. Motor Behavior \(3 credits\)](#)
- [EXPH 3510. Motor Behavior Lab \(1 credit\)](#)
- [EXPH 4100. Biomechanics \(3 credits\)](#)
- [EXPH 4110. Biomechanics Lab \(1 credit\)](#)
- [EXPH 4120. Exercise Physiology \(3 credits\)](#)
- [EXPH 4130. Exercise Physiology Lab \(1 credit\)](#)
- [EXPH 4200. Advanced Exercise Prescription \(3 credits\)](#)

Special Topics in Physical Education

- [PEDS 4xxx. Special Topics in HPER \(1-3 credits\)](#)

Recreation

- [REC 2300. Officiating Sports \(1 credit\)](#)
- [REC 3400. Exercise and Sport Psychology \(3 credits\)](#)

Recreation and Sport Administration

- [RSA 1010. Survey of Athletic Leadership \(1 credit\)](#)
- [RSA 2000. Introduction to Sport Administration \(3 credits\)](#)
- [RSA 2010. Introduction to Community Recreation \(3 credits\)](#)
- [RSA 3000. Recreation and Sport in Indigenous Cultures \(3 credits\)](#)
- [RSA 3100. Sport Governance \(3 credits\)](#)
- [RSA 3200. Intercollegiate Athletic Administration \(3 credits\)](#)
- [RSA 3320. Recreation Programming \(3 credits\)](#)
- [RSA 4000. Introduction to Therapeutic Recreation \(3 credits\)](#)
- [RSA 4160. Outdoor Recreation \(3 credits\)](#)
- [RSA 4250. Leisure and Wellness for Older Adults \(3 credits\)](#)
- [RSA 4400. Tourism and Commercial Recreation \(3 credits\)](#)
- [RSA 4750. Sport Business and Management \(3 credits\)](#)
- [RSA 4920. Three-Credit Internship \(3 credits\)](#)
- [RSAS 4xxx. Special Topics in Recreation \(1-3 credits\)](#)

Other Courses

- [KIN 1000. Lifetime Fitness \(2 credits\)](#)
- [KIN 1100. Introduction to Kinesiology \(3 credits\)](#)
- [KIN 2000. Foundations of Human Movement Studies \(3 credits\)](#)
- [KIN 2100. Sociology of Sport \(3 credits\)](#)
- [KIN 2200. Anatomy and Physiology \(3 credits\)](#)
- [KIN 3300. Strength and Conditioning Theory \(3 credits\)](#)
- [KIN 3500. Exercise Leadership \(3 credits\)](#)
- [KIN 4000. Applied Research \(3 credits\)](#)
- [KIN 4150. Organization and Administration \(3 credits\)](#)
- [KIN 4999. Internship \(3 credits\)](#)

Department of Nursing

Interim Chair: Cherry M. Beasley

Faculty: Kelly Blackmon-Moran, Anna Bryan, Jowana Clinkscales, Kelly Evans, Julie Harrison-Swartz⁵, Deborah Hummer, Debbie Locklear, Kathy Locklear¹, Kathy McAllister, Amy Purser Medina, Melonie Moody², Pamela Morgan³, Astrid Oviedo, Rosemarie Pilarczyk⁴, William Puentes, Misty Stone, John Toth, Jennifer Wells, Cynthia Woodrup

¹RN-BSN Coordinator

²Director, Clinical Learning Center

³Director, Undergraduate Programs

⁴Learning Enhancement Center Coordinator

⁵Director, Graduate Programs

Program Overview

The Department of Nursing provides students with the educational experiences needed to excel as competent, professional nurses and leaders who will continue to shape health care in an ever changing healthcare environment. The Department offers Bachelor of Science in Nursing and Master of Science in Nursing degree programs.

The Bachelor of Science in Nursing degree program offers two options for study: 1) Pre-Licensure BSN option which is open to all high school graduates and college students who wish to pursue a nursing major, and 2) RN-BSN Completion option for registered nurses with evidence of having earned an Associate's Degree in Nursing or a Hospital Diploma in nursing from an accredited program. A bachelor's degree with a major in nursing at UNCP requires a total of 120 semester credit hours of study.

The Master of Science in Nursing degree program has two entry pathways: 1) Direct entry pathway for registered nurses with a BSN, and 2) RN-MSN pathway providing educational mobility for registered nurses, with an Associate Degree in Nursing (ADN) or Diploma in Nursing. The Master of Science in Nursing offers three concentrations: nursing education, clinical nurse leader, and rural case management. For information about requirements leading to a Master of Science in Nursing (M.S.N.), see the Master of Science in Nursing section within the Graduate School section of this catalog.

Mission and Purposes

The Department of Nursing is dedicated to carrying out the mission of the College of Health Sciences and the University of North Carolina at Pembroke. As an integral academic unit of the University, the UNCP Department of Nursing is committed to the tripartite roles of teaching, research, and community service that contribute to the cultural, intellectual, and social development of professional nurses in North Carolina and the nation. Students are provided the opportunity to obtain a multicultural education that is grounded in the arts, sciences and humanities; that is congruent with standards for professional nursing practice; and that prepares them for lifelong learning, professional development, and service to others.

The primary purposes of the UNCP Department of Nursing program are to:

1. Provide accessible, seamless, high quality undergraduate and graduate nursing education to diverse student populations to shape nursing graduates who are leaders in professional nursing practice.

2. Prepare graduates to provide high quality, cost-effective professional nursing services, to improve health outcomes across the life span, for individuals, families, groups, and communities.

The Department of Nursing is committed to the recruitment of a diverse, achievement-oriented, and socially responsible student body that will enrich the intellectual, cultural, and social community of the University and the community at large.

Courses

NOTE: The numbers enclosed in parentheses immediately following course numbers indicate the semester hour credits, lecture contact hours, and laboratory hours respectively. Lecture and laboratory hours are normally scheduled each week - for one semester in the course. Credit hours for laboratory experiences are calculated as one semester credit hour for 3 contact hours.

Graduate Courses

For information about courses leading to a Master of Science in Nursing (M.S.N.), see the Graduate School section of this catalog.

Programs

Major

- [Pre-Licensure BSN, B.S.N.](#)
- [RN-BSN Completion, B.S.N.](#)

Certificate

- [Post-master's Certificate in Nursing Education](#)

Courses

Nursing

- [NUR 2010. Medical Terminology for Professional Nursing \(3 credits\)](#)
- [NUR 2020. Critical Thinking in the Nursing Discipline \(1 credits\)](#)
- [NUR 3000. Transition to Professional Nursing \(3 credits\)](#)
- [NUR 3010. Introduction to Professional Nursing \(2 credits\)](#)
- [NUR 3030. Foundations of Professional Nursing Practice \(5 credits\)](#)
- [NUR 3040. Normal and Therapeutic Nutrition \(2 credits\)](#)
- [NUR 3050. Pharmacology for Clinical Practice \(3 credits\)](#)
- [NUR 3100. Transcultural Nursing \(3 credits\)](#)
- [NUR 3150. Adult Health Nursing I \(5 credits\)](#)
- [NUR 3200. Health Assessment Across the Life Span \(3 credits\)](#)
- [NUR 3250. Pathophysiology Across the Life Span \(3-3-0 credits\)](#)
- [NUR 3300. Gerontological Nursing \(3-3-0 credits\)](#)
- [NUR 3450. Family Nursing I \(5 credits\)](#)
- [NUR 3500. Family Nursing II \(5 credits\)](#)
- [NUR 4000. Nursing Research and Theory \(3 credits\)](#)
- [NUR 4120. Leadership in Nursing \(5\)](#)
- [NUR 4150. Mental Health and Psychosocial Well-Being \(3 credits\)](#)
- [NUR 4210. Nursing and Women's Health \(3 credits\)](#)
- [NUR 4350. Community Health Nursing \(5 credits\)](#)
- [NUR 4400. Professional Nursing Honors Practicum \(1 credit\)](#)
- [NUR 4450. Adult Health Nursing II \(5 credits\)](#)
- [NUR 4510. Transition to Professional Nursing: A Capstone Experience \(5 credits\)](#)

- [NUR 4550. Professional Nursing Issues in Practice \(3 credits\)](#)
- Special Topics in Nursing**
- [NURS 4xxx. Special Topics in Nursing \(x credits\)](#)

Department of Social Work

chair: Summer Gainey Woodside, Ph.D.

Faculty: Tina Barr, Josphine Chaumba, Joseph Davis, David Dran, Kennard DuBose, Sherry Edwards, Susan Frauenholtz, Latricia Freeman*, Rezell Gore, Veronica Hardy, Alice Locklear, Cindy Locklear**, Tamara Savage, Frederick Stephens, Jody Thomas*

*BSW and MSW Field Director

**BSW Director

***MSW Director

The Social Work Program has been fully accredited by the Council on Social Work Education since 1987. The primary objective of the Department of Social Work is preparation for entry-level professional social work practice. Courses are offered in social work practice; social policy and social justice; human diversity and populations-at-risk; human behavior and the social environment; social work values and ethics; research, and field work. In order to declare a Social Work Major, students are required to:

1. submit an application for admission to the BSW Program (while enrolled in SWK 3050);
2. demonstrate and maintain a minimum overall QPA of 2.50;
3. submit two reference letters (while enrolled in SWK 3050);
4. be accepted by the BSW Admissions Committee. To be accepted by the BSW Admissions Committee, students must:
 - complete all the foundation year or Junior Year Semester I courses with a minimum grade of C or a QPA of 2.0 in each course.
 - complete with a passing grade, all general education courses that are prerequisites for core social work courses. These include ENG 3700, BIO 1030 or EXPH 2100 or equivalent; PSY 1010; SOC 1020 or 2090; PLS 1000 or 1010; ECN 1000, 2020, 2030, 2410 or ECN (GGY) 2060, and MAT 1050 or MAT 1070.
 - complete at least 13 of the 17 general education courses.

Note: Students must read *The BSW Student Handbook* and BSW Advisement Guide for more details about the BSW admission and curriculum policies or requirements.

Students cannot be accepted in the Social Work Program until they have completed [SWK 2000](#), [SWK 3800](#), [SWK 2450](#), and SWK 3050 with a grade of C or better.

If a student is denied admission by the BSW Admission Committee, the student has the right to appeal to the Social Work Department's Appeals Committee. Prior to enrolling in [SWK 2000](#), Introduction to Social Work, students must successfully complete [ENG 1050](#), [ENG 1060](#), ENG 3700, and 75 percent of their General Education requirements with a minimum QPA of 2.5. Students who are accepted into the program and fail to maintain an overall QPA of 2.5 in General Education or the major are placed on academic probation. In addition, students are required to complete [SWK 2000](#), [SWK 2450](#), SWK 3050, [SWK 3450](#), [SWK 3480](#), [SWK 3800](#), SWK 3810, SWK 3850, [SWK 3910](#), SWK 4450, SWK 4600, [SWK 4800](#), [SWK 4900](#) and [SWK 4910](#) with a minimum QPA of 2.0 in each course. Students need to read *The BSW Student Handbook* for information regarding curriculum policy. All students who declare social work as their major are encouraged to join the Campus Association of Social Workers, attend majors' meetings,

and meet regularly with their academic advisor. In addition, eligible students can join the Department of Social Work's Chapter of *Phi Alpha*, the Social Work Honor Society. An integral and required part of the program is the successful completion of field work with a minimum of 400 clock hours in a semester. The Department of Social Work will not accept past social work practice experience for academic credit (see *The BSW Student Handbook* for more details).

Programs

Major

- [Social Work, B.S.W.](#)

Minor

- [Social Welfare Minor](#)

Licensure

- [School Social Work Licensure \(Bachelor's Level\)](#)

Courses

Social Work

- [SWK 2000. Introduction to Social Work \(3 Credits\)](#)
- [SWK 2450. Human Diversity \(3 credits\)](#)
- [SWK 2700. Medical Terminology \(2 credits\)](#)
- [SWK 3000. Narrative Approaches to Understanding Today's Older Population \(3 credits\)](#)
- [SWK 3040. Social Aspects of Human Sexuality \(3 credits\)](#)
- [SWK 3050. Success and Professionalism in Social Work \(3 credits\)](#)
- [SWK 3450. Human Behavior and Social Environment I \(3 credits\)](#)
- [SWK 3480. Social Welfare and Policies \(3 credits\)](#)
- [SWK 3540. School Social Work \(3 credits\)](#)
- [SWK 3700. Practice with Children and Adolescents \(3 credits\)](#)
- [SWK 3750. Social Work Practice with Latinx Populations \(3 credits\)](#)
- [SWK 3800. Social Work Practice I \(3 credits\)](#)
- [SWK 3810. Statistics for Social Workers and Helping Professionals \(3 credits\)](#)
- [SWK 3820. African-American Populations \(3 credits\)](#)
- [SWK 3830. Child Welfare Services \(3 credits\)](#)
- [SWK 3840. Gerontological Social Work \(3 credits\)](#)
- [SWK 3850. Social Work Practice II \(3 credits\)](#)
- [SWK 3870. Women in Society \(3 credits\)](#)
- [SWK 3880. Native American Populations \(3 credits\)](#)
- [SWK 3890. Social Work Practice with LGBTQ Populations \(3 credits\)](#)
- [SWK 3910. Understanding Social Research \(3 credits\)](#)
- [SWK 3970. Experiential Learning I \(3 credits\)](#)
- [SWK 3980. Directed Research I \(1 credit\)](#)
- [SWK 3990. Directed Research II \(2 credits\)](#)
- [SWK 4030. Supervision in Human Service Organizations \(3 credits\)](#)
- [SWK 4450. Human Behavior and Social Environment II \(3 credits\)](#)
- [SWK 4460. Medical Social Work \(3 credits\)](#)
- [SWK 4470. Fundamentals of Crisis Intervention \(3\)](#)
- [SWK 4490. Social Work Practice with Justice-Involved Populations \(3 credits\)](#)
- [SWK 4550. Treatment of Alcohol and Drug Addiction \(3 credits\)](#)
- [SWK 4600. Social Justice and Practice Ethics \(3 credits\)](#)
- [SWK 4700. Social Work Practice with Individuals with Disabilities \(3 credits\)](#)
- [SWK 4800. Social Work Practice III \(3 credits\)](#)
- [SWK 4900. Field Work \(9 credits\)](#)

- [SWK 4910. Integrative Seminar for Field Work \(3 credits\)](#)
- [SWK 4970. Experiential Learning II \(3 credits\)](#)

Special Topics in Social Work

- [SWKS 4xxx. Special Topics in Social Work \(3 credits\)](#)

School of Business

Dean: Mohamed Djerdjouri, B.S., M.S., Ph.D.

Associate Dean: Edwin Cliff Mensah, B.Sc., Ph.D.

The School of Business is fully accredited by AACSB International, the Association to Advance Collegiate Schools of Business.

The mission of the School of Business is to provide each student an outstanding business education. The School values internationalization to prepare students for a competitive global environment, diversity to enrich personal growth and enhance the learning experience, ethical decision making to prepare students to serve as business leaders, and scholarship to benefit our students' education. We also value and provide a personal learning environment where each student's success matters, as well as engagement in service that adds value to our institution, professions, and communities.

The School offers the Bachelor of Science degree with a major in either Business Administration (BSBA) or Accounting (BSA). The University of North Carolina at Pembroke also offers the Master of Business Administration (M.B.A.). Students should consult the School of Graduate Studies section of the catalog to obtain information about academic requirements for the MBA program.

Business students have opportunities for internships and study abroad with programs that include The Magellan Exchange, and membership in student organizations: the Beta Gamma Sigma International Honors Society, the Omicron Delta Epsilon International Honors Society in Economics, the Accounting Student Association, the Society for Human Resource Management (SHRM), the Economics Club, and the International Business Students Association.

Business Programs

The School of Business offers the Bachelor of Science degree with a major in either Accounting or Business Administration. Business Administration majors must choose a track in Economics, Entrepreneurship, Finance, International Business, Management, or Marketing. Students who want to have more than one track must successfully complete all requirements for each track. A minimum of 50% of the semester hours in the Business major must be taken at UNCP.

The School of Business offers minors in Business Administration, Economics, Finance, Management, Marketing, Quantitative Economics, and Quantitative Finance for non-Business majors only. Currently, Business majors cannot obtain a minor from the School of Business.

The basic core of business studies emphasizes the broad background needed for successful competition in the dynamic work-world as well as preparation for further study in graduate programs. Another objective is to render service beyond the University and within the surrounding business community. Through online degree programs in Economics, Finance, Management, and Marketing, the School of Business serves students who are unable to attend classes on campus. Further assistance is supplied in placement services and special consultation to the business community at large.

Prospective students are strongly urged to consult a member of the faculty as soon as possible. To follow the courses in the necessary order, it is best to begin planning early.

The Passport to Professional Success Program (Required of all School of Business majors)

All students majoring in Business Administration or Accounting must complete the Passport to Professional Success Program (hereafter referred to as the Passport Program). The goal of the Passport Program is to enable Business and Accounting students to become more professional in the way they interact with their colleagues, employers, and other professionals in their field.

"Professionalism" is defined by the Cambridge dictionary as "the combination of all the qualities that are connected with trained and skilled people," and by the Merriam-Webster dictionary as "the conduct, aims, or qualities that characterize or mark a profession or a professional person." These are skills that students seeking professional degrees such as Bachelor of Science in Business Administration and Bachelor of Science in Accounting will acquire during their program of study at the School of Business at UNC Pembroke.

These "work-readiness" skills will assist our graduates in finding and maintaining successful business careers. The Passport Program will also help differentiate our graduates from others entering the market from other schools.

Benefits for Students:

- Learn strategies for success in business
- Practice and improve business communication skills
- Gain confidence in different settings outside the classroom
- Obtain assistance in making career decisions
- Understand the importance of a professional appearance
- Strengthen individual interests
- Impact the local community
- Inspire and lead others
- Engage in networking opportunities.

The Passport Program requires the completion of [BUS 1001](#), [BUS 1002](#), [BUS 1003](#), [BUS 1004](#), [BUS 1005](#), and [BUS 1006](#).

NOTE: The Bachelor of Science in Business Administration with a track in Entrepreneurship is offered by the School of Business in consultation with the Office of Engaged Outreach. For complete information on this degree program, as well as

Entrepreneurship course listings and requirements for a minor or certificate in Entrepreneurship, see the [Entrepreneurship](#) section of the catalog.
[Display programs for this school/college.](#)

Department of Accounting and Finance

Chair: Rebecca Gonzalez-Ehnes

Faculty: Victor Bahhouth, Jane Baird, Dena D. Breece, Don Bryant, Marcus Burger, Scott Cohen, David O. Fricke, Rebecca Gonzalez, Joseph P. Lakatos, Abdullah Noman, Mohammad Rahman, Christopher Solano, William Stewart Thomas

The objective of the B.S. in Accounting is to prepare graduates for entry level positions whether in Public, Corporate, or Governmental Accounting or to continue further study in graduate school. The course offerings provide students with the knowledge and requirements to sit for the CPA exam in North Carolina upon graduation. In addition to the University graduation requirements, all Accounting majors must attain an overall 2.00 QPA in the courses listed below under Accounting Requirements.

The Finance Track within the Bachelor of Science in Business Administration offers proficiencies and research capabilities needed for careers in the banking and insurance sectors and in securities markets, as well as careers as financial managers, financial analysts, and personal financial advisors. In addition to the University graduation requirements, all Finance majors must attain an overall 2.00 QPA in the courses listed below under Finance Requirements.

Programs

Major

- [Accounting, B.S.](#)
- [Business Administration, Finance Track, B.S.](#)

Minor (for non-Business majors only)

- [Finance Minor](#)

Courses

Accounting

- [ACC 1020. Accounting for Non-Business Majors \(3 credits\)](#)
- [ACC 2270. Fundamentals of Financial Accounting and Reporting \(3 credits\)](#)
- [ACC 2280. Accounting Tools for Managerial Decisions \(3 credits\)](#)
- [ACC 3210. Financial Reporting and Analysis I \(3 credits\)](#)
- [ACC 3220. Financial Reporting and Analysis II \(3 credits\)](#)
- [ACC 3230. Financial Reporting and Analysis III \(3 credits\)](#)
- [ACC 3310. Cost Analysis and the Decision Making Process \(3 credits\)](#)
- [ACC 4100. Tax Practicum \(3 credits\)](#)
- [ACC 4130. Accounting Information Systems and Data Analysis \(3 credits\)](#)
- [ACC 4170. Tax Planning for Individuals & Related Ethical Issues \(3\)](#)
- [ACC 4180. Tax Planning for Business Entities & Related Ethical Issues \(3\)](#)
- [ACC 4210. Reporting & Analysis of Complex Business Entities and Transactions \(3 credits\)](#)
- [ACC 4220. Financial Reporting for Complex Business Entities, Governments, and Not-for-Profit Entities \(3\)](#)
- [ACC 4500. Governmental and Not-For-Profit Accounting \(3 credits\)](#)

- [ACC 4580. Auditing Financial Statements with a Forensic Mindset \(3\)](#)
- [ACC 4660. Forensic Accounting and Fraud Examination \(3 credits\)](#)
- [ACC 4990. Directed Studies in Accounting \(1-3 credits\)](#)

Special Topics in Accounting

- [ACCS 4xxx. Special Topics in Accounting \(3 credits\)](#)

Business Law

- [BLAW 2150. Legal and Ethical Issues in the Business Environment \(3 credits\)](#)
- [BLAW 3160. International Business Law \(3\)](#)
- [BLAW 3180. Ethical Standards and Commercial Regulations and Their Impact on Business \(3 credits\)](#)

Finance

- [FIN 2050. Personal Finance \(3 credits\)](#)
- [FIN 2400. Foundations of Finance \(for Non-Business Majors\) \(3 credits\)](#)
- [FIN 3000. Finance for Small and Entrepreneurial Businesses \(3 credits\)](#)
- [FIN 3040. Money, Financial Markets, and Institutions \(3 credits\)](#)
- [FIN 3050. Risk Management and Insurance \(3\)](#)
- [FIN 3100. Business Finance \(3 credits\)](#)
- [FIN 3210. Financial Analysis with Spreadsheet Applications \(3 credits\)](#)
- [FIN 3300. Financial Trading \(3 credits\)](#)
- [FIN 3500. Survey of Ethics in Economics and Finance \(3 credits\)](#)
- [FIN 4100. Financial Management \(3 credits\)](#)
- [FIN 4180. Investment Analysis and Portfolio Management \(3 credits\)](#)
- [FIN 4200. Bank Management and Policy \(3 credits\)](#)
- [FIN 4210. International Finance \(3 credits\)](#)
- [FIN 4800. Financial Institution Internship \(1-3 credits\)](#)
- [FIN 4990. Directed Studies in Finance \(1-3 credits\)](#)

Special Topics in Finance

- [FINS 4xxx. Special Topics in Finance \(3 credits\)](#)

Information Technology Management

- [ITM 3010. Management Information Systems \(3 credits\)](#)
- [ITM 3100. Basic Application Development \(3 credits\)](#)
- [ITM 3200. E-Commerce \(3 credits\)](#)
- [ITM 3500. Database Management Systems \(3 credits\)](#)
- [ITM 3700. Enterprise Business Systems \(3 credits\)](#)
- [ITM 4100. System Analysis and Design \(3 credits\)](#)
- [ITM 4400. Project Management \(3 credits\)](#)
- [ITM 4600. Systems Security, Reliability, and Privacy \(3 credits\)](#)
- [ITM 4800. Information Technology Management Internship \(1-3 credits\)](#)
- [ITM 4950. Advanced Information Technology Management \(3 credits\)](#)
- [ITM 4990. Directed Studies in Information Technology Management \(1-3 credits\)](#)

Special Topics in Information Technology Management

- [ITMS 4xxx. Special Topics in Information Technology Management \(3 credits\)](#)

Department of Economics and Decision Sciences

chair: Loogeok (Lydia) Gan

Faculty: Mohammad Ashraf, Zhixin (Richard) Kang¹, Bishwa S. Koirala², Edwin (Cliff) Mensah³, Daniel Parisian, Xinyan Shi

¹Assistant Dean for Research

²Director of Economic and Business Research

³AACSB Accreditation Coordinator

The Economics Track within the Business Administration major sharpens students' skills for analyzing business and social problems by studying consumer and producer behavior in a variety of economic settings. The Economics Track prepares students for a variety of careers in the government or business sectors and for job opportunities in economic consulting and research. Corporate jobs concerned with practical applications of economic policy and economic forecasting are also routinely available. The Economics Track is available in the traditional (fact-to-face) classroom setting and in the on-line mode of delivery.

Programs

Major

- [Business Administration, Economics Track, B.S.](#)

Minor (for non-Business majors only)

- [Economics Minor](#)
- [Quantitative Economics Minor](#)

Courses

Decision Sciences

- [DSC 1590. Technology-Enabled Decision Making \(3 credits\)](#)
- [DSC 2090. Spreadsheet and Database Management \(3 credits\)](#)
- [DSC 3130. Business Statistics I \(3 credits\)](#)
- [DSC 3140. Business Statistics II \(3 credits\)](#)
- [DSC 3180. Applied Business Statistics \(3 credits\)](#)
- [DSC 3190. Business Analytics \(3 credits\)](#)
- [DSC 3650. Management Science \(3 credits\)](#)
- [DSC 4420. Supply Chain Management \(3 credits\)](#)
- [DSC 4990. Directed Studies in Decision Sciences \(1-3 credits\)](#)

Special Topics in Decision Sciences

- [DSCS 4xxx. Special Topics in Decision Sciences \(3 credits\)](#)

Economics

- [ECN 1000. Economics of Social Issues \(3 credits\)](#)
- [ECN 2020. Principles of Microeconomics \(3 credits\)](#)
- [ECN 2030. Principles of Macroeconomics \(3 credits\)](#)
- [ECN 2060. Economic Geography \(3 credits\)](#)
- [ECN 2410. Asian Economies \(3 credits\)](#)
- [ECN 3010. Managerial Economics \(3 credits\)](#)
- [ECN 3020. Economics of Education \(3 credits\)](#)
- [ECN 3040. Central Banks and the Economy \(3 credits\)](#)
- [ECN 3050. Intermediate Macroeconomics \(3 credits\)](#)
- [ECN 3070. Internet Economics \(3 credits\)](#)
- [ECN 3080. Environmental Economics \(3 credits\)](#)
- [ECN 3090. Economics of Sports \(3 credits\)](#)
- [ECN 3200. Mathematical Economics \(3 credits\)](#)
- [ECN 3300. Public Finance \(3 credits\)](#)
- [ECN 3410. U. S. Economic History \(3 credits\)](#)
- [ECN 3500. Survey of Ethics in Economics and Finance \(3 credits\)](#)
- [ECN 3600. Introduction to Econometrics \(3 credits\)](#)
- [ECN 3740. Health Economics \(3 credits\)](#)
- [ECN 4020. Industrial Organization \(3 credits\)](#)
- [ECN 4060. Comparative Economic Systems \(3 credits\)](#)
- [ECN 4070. Labor Economics \(3 credits\)](#)

- [ECN 4080. Development Economics \(3 credits\)](#)
- [ECN 4110. Development of Economic Thought \(3 credits\)](#)
- [ECN 4400. International Trade \(3 credits\)](#)
- [ECN 4800. Economics Internship \(3 credits\)](#)
- [ECN 4990. Directed Studies in Economics \(1-3 credits\)](#)

Special Topics in Economics

- [ECNS 4xxx. Special Topics in Economics \(3 credits\)](#)

Department of Management, Marketing, and International Business

← Return to: [School of Business](#)

Chair: Susan Peters¹

Faculty: Gaye Acikdilli, Nick Arena, Christine Bell², Nachiket Bhawe, Jeff Boles³, Lena Cavusoglu, William (Rick) Crandall, Sheila Harris, Melissa Mann, Si Ahn Mehng, Keondra Mitchell⁴, Steven Moore, John E. (Jack) Spillan⁵, Chuanhui (Charles) Xiong, Christopher H. Ziemnowicz

¹Director of Entrepreneurship Programs

²MBA Program Director

³Assistant MBA Program Director

⁴Executive in Residence, Student Success

⁵Director of International Affairs

The Management track is designed to develop a student's understanding of the general principles, processes, and practices that are integral to leading and managing an organization and its employees. Courses provide students with an opportunity to develop and strengthen their skills in leadership, interpersonal relations, human resource management, small business management, international business, and strategic management. Graduates have a wide variety of career options that include human resource management, small business ownership, retailing, manufacturing, health care, state and federal government, banking, hospitality, and other service industries, as well as university and college administration.

The Marketing track develops the general skills necessary to work successfully in consumer and business-to-business markets. Students develop marketing strategies and effectively manage operations focusing on customers, competitive challenges, and the opportunities for new products, services, and markets. Courses provide an opportunity to prepare for marketing functions that include research, product planning, and consumer behavior, as well as advertising and promotion. Graduates work in a broad range of organizations and have careers in fields that include distribution management, advertising, public relations, corporate marketing, sales and sales management, retailing, and non-profit organizations, as well as in government.

The International Business track focuses on management issues facing business leaders in the rapidly evolving global marketplace. It prepares students to manage issues in the increasing globalization of business and the United States economy. Courses expose students to a variety of business areas including economics, finance,

marketing, and management. The curriculum enables a student to develop an understanding of how markets, governments, and social systems interact to affect businesses. An approved international study experience is required for all students in the International Business track. Students can prepare themselves for careers as global business leaders and develop strategies for improved organizational performance. Employment opportunities include multinational companies in the U.S. and abroad, numerous governmental agencies such as the Department of Commerce, the State Department, and U.S. Customs, as well as the international trade offices of individual states.

Programs

Major

- [Business Administration, International Business Track, B.S.](#)
- [Business Administration, Management Track, B.S.](#)
- [Business Administration, Marketing Track, B.S.](#)

Minor (for non-Business majors only)

- [Management Minor](#)
- [Marketing Minor](#)

Courses

Management

- [MGT 2000. Success in Organizations \(3 credits\)](#)
- [MGT 3010. Organizational Crisis Management \(3 credits\)](#)
- [MGT 3030. Business Communications \(3 credits\)](#)
- [MGT 3060. Organization and Management \(3 credits\)](#)
- [MGT 3090. Organizational Leadership \(3 credits\)](#)
- [MGT 3150. International Management \(3 credits\)](#)
- [MGT 3810. Students in Free Enterprise I \(1 credit\)](#)
- [MGT 3820. Students in Free Enterprise II \(1 credit\)](#)
- [MGT 3830. Students in Free Enterprise III \(1 credit\)](#)
- [MGT 3840. Students in Free Enterprise IV \(1 credit\)](#)
- [MGT 4010. Fundamentals of Project Management \(3 credits\)](#)
- [MGT 4050. American Indian Business \(3 credits\)](#)
- [MGT 4070. Organization Theory \(3 credits\)](#)
- [MGT 4080. Human Resource Management \(3 credits\)](#)
- [MGT 4100. Small Business Management \(3 credits\)](#)
- [MGT 4110. Small Business Institute Problems \(3 credits\)](#)
- [MGT 4300. Business Ethics and Social Responsibility \(3 credits\)](#)
- [MGT 4310. Sustainability and Corporate Social Responsibility \(3 credits\)](#)
- [MGT 4410. Operations Management \(3 credits\)](#)
- [MGT 4420. Supply Chain Management \(3 credits\)](#)
- [MGT 4500. Ethics and Free Enterprise \(3 credits\)](#)
- [MGT 4660. Business Strategy \(3 credits\)](#)
- [MGT 4800. Management Internship \(3 credits\)](#)
- [MGT 4990. Directed Studies in Management \(1-3 credits\)](#)

Special Topics in Management

- [MGTS 4xxx. Special Topics in Management \(3 credits\)](#)

Marketing

- [MKT 3120. Principles of Marketing \(3 credits\)](#)
- [MKT 3130. International Marketing \(3 credits\)](#)
- [MKT 3200. Consumer Behavior \(3 credits\)](#)

- [MKT 4050. Retail Management \(3 credits\)](#)
- [MKT 4200. Personal Selling and Sales Management \(3 credits\)](#)
- [MKT 4300. Integrated Marketing Communications \(3 credits\)](#)
- [MKT 4400. Social Media Marketing \(3 credits\)](#)
- [MKT 4500. Marketing Research \(3 credits\)](#)
- [MKT 4800. Marketing Strategy \(3 credits\)](#)
- [MKT 4850. Marketing Internship \(3 credits\)](#)
- [MKT 4990. Directed Studies in Marketing \(1-3 credits\)](#)

Special Topics in Marketing

- [MKTS 4xxx. Special Topics in Marketing \(3 credits\)](#)

School of Education

← Return to: [School of Education](#)

Dean: Lorry Ollison Floyd

Associate Dean: Lisa N. Mitchell

The School of Education administers the Educator Preparation Program (EPP) at The University of North Carolina at Pembroke. The EPP supports 31 degrees leading to an initial teaching license and 3 add-on programs including the Bachelor of Arts, Bachelor of Music, and Bachelor of Science degree with the following majors (program areas): Art Education (K-12), Birth-Kindergarten Education (B-K), Elementary Education (K-6), English Education/Language Arts (9-12, 6-9), Mathematics Education (9-12, 6-9), Music Education (K-12), Health/Physical Education (K-12), Science Education (9-12, 6-9), Social Studies Education (9-12, 6-9), Spanish Licensure (K-12), and Special Education (K-12) as well as School Social Work. Program Areas are housed in the School of Education, the College of Arts and Sciences, and the College of Health Sciences. The EPP also supports 11 degrees and 2 programs leading to advanced licensure at the graduate level.

The School of Education also has five departments: Counseling, Educational Leadership and Specialties; Inclusive Education; Aerospace Studies; and Military Science. The Department of Counseling offers graduate degrees in the Master of Arts in Education in Clinical Mental Health Counseling and the Master of Arts in Education in Professional School Counseling. The Department of Inclusive Education offers the Bachelor of Science degrees in Elementary Education, Birth-Kindergarten Education and Special Education and graduate degrees in Elementary Education (M.A.Ed.), Middle Grades Education (M.A.Ed.), and the Master of Arts in Teaching (M.A.T.) degrees in Art Education (K-12), Birth-Kindergarten (pending SACSCOC approval), Elementary Education (K-6), English Education (9-12, 6-9), Mathematics Education (9-12, 6-9), Health/Physical Education (K-12), Science Education (9-12, 6-9), Social Studies Education (9-12, 6-9), Spanish Education (K-12) (pending SACSCOC approval), and Special Education (K-12). The Department of Educational Leadership and Specialties offers Bachelor of Science degrees in Health and Physical Education and graduate degrees in Reading Education (M.A.Ed.) and School Administration (M.S.A.). The Department of Aerospace Studies prepares cadets for active duty as Air Force Officers through the General Military Course (GMC) and the Professional Officers

Course (POC). The Department of Military Science offers the Army ROTC Basic and Advanced Courses which lead to second lieutenant commissions in the U.S. Army For more information about graduate programs in education, see the [The Graduate School](#) section of this catalog.

Department of Educational Leadership and Specialties

Chair: Bryan Winters¹

Faculty: Camille Goins, Karen Granger⁵, Gerald Neal, Olivia Oxendine, Kimberly Dial Sellers⁴, Laura Staal, Thomas Trendowski^{2,3}

¹Director, School Administration Graduate Program

²Coordinator, Health and Physical Education Program

³Director, Health and Physical Education Graduate Program

⁴Director, Reading Education Graduate Program

⁵Coordinator, Academically or Intellectually Gifted Add-on Program

The department offers an undergraduate degree (Bachelor of Science in Health and Physical Education) and four graduate programs. At the graduate level, the department offers the Master of Arts in Education (M.A.Ed.) degree in Reading Education as well as in Health and Physical Education. A Master of Arts in Teaching (M.A.T.) with specialization in Health and Physical Education is also offered, in addition to the Master of School Administration (MSA).

Licensure only programs are provided to qualifying students interested in pursuing a School Administration Add-on and an AIG Add-on.

Graduate Courses

For complete information about programs and courses leading to the Master of Arts in Education (M.A.Ed.) and the Master of School Administration (M.S.A.), and the Master of Arts in Teaching (M.A.T.) with specialization in Special Education, see [The Graduate School](#).

Programs

Major

- [Health/Physical Education \(K-12\), B.S.](#)

Academic Concentration

- [Reading Professional Concentration](#)

Licensure

- [Academically or Intellectually Gifted \(AIG\) Education Add-On Licensure](#)

Courses

Birth to Kindergarten

- [ECE 2020. Foundations of Early Childhood Education \(3 credits\)](#)

- [ECE 2030. The Developing Young Child \(3 credits\)](#)
- [ECE 2040. The Child as Teacher \(3 credits\)](#)
- [ECE 2050. Young Children and Families in a Diverse World \(3 credits\)](#)
- [ECE 3110. Behavior and Environments for Early Childhood Education \(3 credits\)](#)
- [ECE 3120. Community Partnerships with Families & Agencies \(3 credits\)](#)
- [ECE 3130. Early Childhood Educators as Leaders \(3 credits\)](#)
- [ECE 3140. Health Issues in Birth - Kindergarten Education \(3 credits\)](#)
- [ECE 4010. Integrated Curricula and Appropriate Practices: Infants & Toddlers \(3 credits\)](#)
- [ECE 4020. Integrated Curricula and Appropriate Practices: Preschoolers \(3 credits\)](#)
- [ECE 4030. Integrated Curricula and Appropriate Practices: Kindergarteners \(3 credits\)](#)
- [ECE 4040. Differentiation, Individualization, and Universal Design \(3 credits\)](#)
- [ECE 4050. Practicum I \(4 credits\)](#)
- [ECE 4060. Assessment Strategies and Application \(3 credits\)](#)
- [ECE 4070. Practicum II \(4 credits\)](#)
- [ECE 4170. Designing and Implementing Relevant Classroom Instruction \(3 credits\)](#)
- [ECE 4460. Internship in Birth-Kindergarten Programs \(9 credits\)](#)
- [ECE 4500. Practicum for Professionals in Pre-Kindergarten Settings \(6 credits\)](#)
- [ECE 4750. Professional Seminar for Pre-service Birth-Kindergarten Teachers \(3 credits\)](#)

Education

- [EDN 2100. Introduction to Education \(3 credits\)](#)

Physical Education

- [PED 4100. Adapted Physical Education \(3 credits\)](#)
- [PED 4200. Health and Physical Education Content Knowledge \(3 credits\)](#)
- [PED 5030. Advanced Teaching Methodologies in Health/PE \(3 credits\)](#)
- [PED 5500. HPE Student Teaching Internship \(3 credits\)](#)

Reading Education

- [RDG 2000. Foundations of Reading and Language Acquisition \(3 credits\)](#)
- [RDG 2010. Foundations of Reading and Writing Across the Content Areas K-6 \(3 credits\)](#)
- [RDG 2020. Reading and Writing through Literature \(3 credits\)](#)
- [RDG 3010. Special Issues in Reading Education \(3 credits\)](#)
- [RDG 3200. Assessment of Reading Difficulties I \(3 credits\)](#)
- [RDG 3400. Assessment of Reading Difficulties II \(3 credits\)](#)
- [RDG 4000. Best Practices in Reading \(3 credits\)](#)

Special Education

- [SED 3040. Working with Families of Diverse Students with Disabilities \(3 credits\)](#)
- [SED 3050. Introduction to Gifted Education \(3 credits\)](#)
- [SED 3110. Assistive Technology for Students with Special Needs \(3 credits\)](#)
- [SED 3310. Introduction to the Exceptional Child \(3 credits\)](#)
- [SED 3320. Special Education Law, Policies, and Procedures \(3 credits\)](#)
- [SED 3330. Teaching Students Who Need Adaptive or Functional Curricula \(3 credits\)](#)
- [SED 3340. Instructional Strategies for Students with Mild to Moderate Disabilities \(3 credits\)](#)
- [SED 3350. Assessment of Students with Mild to Moderate Disabilities \(3 credits\)](#)
- [SED 3500. Teaching Students with Academic Gifts \(3 credits\)](#)
- [SED 4030. Collaboration in School and Community for School Professionals \(3 credits\)](#)
- [SED 4060. Differentiating Instruction for the Gifted \(3 credits\)](#)
- [SED 4240. Diagnosing and Remediating Reading and Writing Problems I \(3 credits\)](#)
- [SED 4250. Transition Planning for Students with Disabilities \(3 credits\)](#)
- [SED 4310. Discipline and Classroom Management \(3 credits\)](#)
- [SED 4320. Classroom Considerations and the IEP for Special Education Students \(3 credits\)](#)
- [SED 4330. Diagnosing and Remediating Mathematics Problems \(3 credits\)](#)
- [SED 4340. Diagnosing and Remediating Reading and Writing Problems II \(3 credits\)](#)
- [SED 4360. Seminar in Special Education \(3 credits\)](#)
- [SED 4830. Methods and Models of Gifted Education \(3 credits\)](#)
- [SED 4840. Trends and Issues in Gifted Education/Social and Emotional Needs of Gifted Students \(3 credits\)](#)

- [SED 4960. Internship for Special Education Teacher Candidates \(9 credits\)](#)

Inclusive Education

Chair: Gretchen Robinson

Faculty: Irene Aiken¹, Kelly Ficklin^{3,4}, Karen Granger^{5,6,11}, Tiffany Locklear, Lisa N. Mitchell², Claudia Nickolson, David Oxendine, Kayonna Pitchford^{8,10}, Amy Van Buren, Jennifer Whittington⁷

¹Dean, School of Graduate Studies

²Interim Associate Dean, School of Education

³Coordinator, Elementary Education Undergraduate Program

⁴Director, Elementary Education Graduate Program

⁵Director of Teacher Education

⁶ Director, M.A.T. Graduate Program

⁷Director of Recruitment and Retention

⁸edTPA Coordinator

⁹Technology Coordinator

¹⁰Director of University-School Partnerships and Clinical Practice

¹¹AIG Coordinator

The Department of Teacher Education serves the core curriculum of all Teacher Education Programs. Teacher Education programs in the School of Education prepare committed, collaborative, and competent professional educators who are responsive to equity and diversity; who are knowledgeable, effective, and reflective; and who provide leadership in the classroom, school, and profession. These programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina State Board of Education and provide the means for candidates to earn licensure to teach in the state of North Carolina.

At the undergraduate level, the department offers the Bachelor of Science degree in Elementary Education and Add-On an Initial Professional License in AIG.

The Elementary Education program is designed to (1) provide experiences for candidates to develop the content knowledge necessary to be a successful teacher in the Kindergarten-Grade 6 learning environment, as noted by the North Carolina Teaching Content Standards; (2) provide candidates with experiences in pedagogical content knowledge, as noted by the North Carolina Professional Teaching Standards; and (3) provide experiences whereby candidates develop into professional educators who are committed, collaborative, and competent, as noted in the UNCP School of Education Conceptual Framework.

It is our desire that the Elementary Education graduates will motivate and engage their Kindergarten-Grade 6 students in active learning and that they will inspire them to become lifelong learners. This program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and North Carolina State Board of Education and provides the means for candidates to earn an Initial Professional License to teach in the state of North Carolina. The AIG program is designed to lead to North

Carolina Add-On licensure in Education of the Academically or Intellectually Gifted (AIG), K-12. Upon completion of the program, students can add this area to either the Initial Professional License or Continuing Professional License. A valid North Carolina Teaching License and a Plan of Study from the School of Education are required.

At the graduate level, the department offers the M.A.Ed. degree in Elementary Education and the M.A.T. degree with specialization in Elementary Education. The mission of the M.A.Ed. program in Elementary Education is to prepare the experienced teacher for full participation in the profession as leader, researcher, and master practitioner. The mission of the M.A.T. program with specialization in Elementary Education is to prepare graduate candidates as classroom teachers and for full participation in the profession as leader, researcher, and master practitioner. The master's programs are designed to promote both teacher autonomy and interdependence through inquiry, reflection, and practice. Teacher educators are encouraged to collaborate on ways to enhance their professional lives, improve learning and well-being of their students, the teaching and learning environments of their schools, and their collaborative relationships with diverse families and communities.

Each Elementary Education major or licensure candidate is assigned an advisor who helps the student plan and approves his or her program of study. Additional information about the elementary education department is available on the department's web page, accessible through the School of Education's website.

Graduate Courses

For complete information about programs and courses leading to the Master of Arts in Education (M.A.Ed.) and the Master of Arts in Teaching (M.A.T.), see [The Graduate School](#).

Programs

Major

- [Birth-Kindergarten Education \(B-K\), B.S.](#)
- [Elementary Education \(K-6\), B.S.](#)
- [Special Education \(K-12\), B.S.](#)

Academic Concentration

- [Special Education Professional Concentration](#)

Licensure

- [Preschool Add-On Licensure](#)

Courses

Education

- [EDN 2310. Race, Culture, and the Lumbee Experience \(3 credits\)](#)
- [EDN 3130. Content Area Reading \(3 credits\)](#)
- [EDN 3140. Aspects of Human Development and Educational Psychology \(Grades 6-12\) \(3 credits\)](#)
- [EDN 3150. Developmental Perspectives of Educational Psychology \(Grades K-12\) \(3 credits\)](#)
- [EDN 3400. Philosophy and Curriculum of Middle Grades \(3 credits\)](#)
- [EDN 3900. Research and Writing in Education \(3 credits\)](#)
- [EDN 4020. Non-Licensure Internship \(3 credits\)](#)
- [EDN 4490. Internship \(Full Semester\) \(9 credits\)](#)

Special Topics in Education

- [EDNS 4xxx. Special Topics \(1-3 credits\)](#)

Elementary Education

- [ELE 2010. Cultural Dynamics in Education \(3 credits\)](#)
- [ELE 2040. Teaching Practices and Curriculum in Elementary Education \(3 credits\)](#)
- [ELE 3000. Arts Integration in the Elementary School \(3 credits\)](#)
- [ELE 3010. Differentiated Instruction for Today's Learners \(3 credits\)](#)
- [ELE 3020. Classroom Design and Management \(3 credits\)](#)
- [ELE 3030. Purposeful Assessment for Learning \(3 credits\)](#)
- [ELE 3040. Teaching Mathematics in the Elementary School I \(3 credits\)](#)
- [ELE 3060. Literacy and Language Arts: Developing Readers and Writers \(3 credits\)](#)
- [ELE 4030. Teaching Social Studies to Diverse Learners \(3 credits\)](#)
- [ELE 4060. Internship in Elementary Education \(9 credits\)](#)
- [ELE 4070. Professional Seminar in Elementary Education \(3 credits\)](#)
- [ELE 4110. Teaching Mathematics in the Elementary School II \(3 credits\)](#)
- [ELE 4120. Teaching Science in the Elementary School \(3 credits\)](#)
- [ELE 4150. Literacy and Language Arts: Fluent Readers and Writers \(3 credits\)](#)

Department of Aerospace Studies

Director: Lt. Colonel Terilee Hook (U.S. Air Force)

Assistant Professors: Capt Sarah Pak, Captain Joshua Lampman

Air Force ROTC Program

General Military Course courses are available for the freshman and sophomore years, and Professional Officers Course courses are available for the junior and senior years. Advanced credit for a portion of the freshman/sophomore curriculum may be granted for previous participation in high school junior ROTC, Army or Navy Senior ROTC, Civil Air Patrol, military school, or prior active military service.

Qualifications

The general qualifications for general military course entry are as follows: (a) United States citizenship; (b) meeting college entrance medical standards; (c) good moral character, and (d) attending a college or university offering the AFROTC Four-Year Program or a college or university which has a cross-town enrollment agreement with an institution hosting the AFROTC Program. UNC Pembroke has a cross-town enrollment agreement.

Objectives

The objectives of the Aerospace Studies program are as follows:

- The objectives of the Aerospace Studies program are as follows:
- To recruit, train and produce a highly qualified Air Force officer capable of performing effectively in an assigned Air Force specialty.
- To provide a curriculum which is dynamic and responsive to the educational requirements of the Air Force junior officer.

- To provide relevant pre-professional preparation for future Air Force officers in their freshman and sophomore years.
- To provide relevant pre-professional preparation for future Air Force officers pursuing the Professional Officers Course.
- To stimulate the optimum development of military leadership among students through meaningful experience provided within a functional context.
- To motivate students to pursue flying careers and to provide practical indoctrination in flight operations.
- To strengthen each cadets' sense of personal integrity, honor, and individual responsibility and enhance knowledge of how the U.S. Air Force serves the national interest.

Program Requirements

To be eligible for the General Military Course (GMC), each individual must:

- Be a full-time student.
- Be 14 years of age or older.
- Be a U.S. citizen (there are provisions for aliens to participate in the GMC program).
- Be of good moral character.
- Meet University medical standards for admission to the institution.
- Not have been disqualified by disenrollment from an officer training program.

To be eligible for the Professional Officers Course (POC), each individual must:

- Be a full-time student and scheduled to receive a baccalaureate degree.
- Be a U.S. citizen.
- Be of good moral character.
- Be certified Medically Qualified by appropriate Air Force medical authorities.
- Be at least 17 years of age.
- Be in good academic standing.
- Successfully complete either GMC or equivalent training and a four-week Field Training Course.
- Attain a minimum qualifying score on the Air Force Officers Qualifying Test.
- Have two academic years remaining when entering the POC.

Program

The General Military Course (GMC) is an introductory level course dealing with mission, organization, and function of the U.S. Air Force, and with development of air and space power into a prime element of national security. The GMC is developmental in nature and is designed to motivate and prepare cadets for entry into the Professional Officers Course (POC). The standard GMC is a two-year course in Aerospace Studies (ARS). The first year is designated ARS 111 and 112 and the second year ARS 211 and 212. The GMC totals approximately 120 clock hours consisting of a suggested 60 hours of academics and 60 hours of Leadership Laboratory.

The POC subject matter includes a study of the United States armed forces' role in contemporary society, and the role of the professional officer as a member of society along with theoretical and applied leadership management and communicative skills. The POC is designed to prepare cadets for active duty as Air Force officers. It is a two-year course of instruction in Aerospace Studies (ARS) and is normally designated ARS 311 and 312 for juniors and ARS 411 and 412 for seniors. The POC totals approximately 240 clock hours, i.e., 120 hours per year consisting of 90 hours of academic and 30 hours of Leadership Laboratory.

Leadership laboratory provides cadets with practical command and staff leadership experiences through performing various tasks within the framework of the organized Cadet Corps. Leadership Laboratory accounts for 120 hours of the 360 hours normally allocated to Aerospace Studies.

Field Training is an off-campus training and evaluation program held at Maxwell Air Force Base, Montgomery, AL, during the summer before cadets enter the POC. All cadets attend a two to three-week encampment.

The Flight Instruction Program is an integral part of the Air Force ROTC program. The course is offered to a limited number of highly qualified ROTC cadets who are within 24 months of established commissioning date.

Uniforms and textbooks for Air Force ROTC are provided by the Federal Government. All students enrolled in the final two years of Air Force ROTC are under contract. Students under contract or scholarship receive a subsistence allowance of \$300 per month for ARS 100 students, \$350.00 per month for ARS 200 students, \$450.00 per month for ARS 300 students, and \$500.00 per month for ARS 400 students. A limited number of selected students enrolled in the Air Force ROTC program may qualify for scholarships. All scholarships pay the subsistence allowance, fees, tuition, and an annual textbook allowance.

During the two to three weeks of the Field Training Encampment, all students receive pay and travel allowance.

Students may transfer credits received in other ROTC units established under the provisions of the National Defense Act. ROTC credits may be used as free electives. Prior to commissioning, a student must complete requirements for and receive a baccalaureate degree (or higher degree.)

Courses

Aerospace Studies

- [ARS 1110. The Foundation of the USAF \(1 credit\)](#)
- [ARS 1120. The Foundation of the USAF \(1 credit\)](#)
- [ARS 2110. Evolution of USAF Air and Space Power \(1 credit\)](#)
- [ARS 2120. Evolution of USAF Air and Space Power \(1 credit\)](#)
- [ARS 3110. Air Force Leadership and Management \(3 credits\)](#)
- [ARS 3120. Air Force Leadership and Management \(3 credits\)](#)
- [ARS 4110. National Security Affairs/Preparation for Active Duty \(3 credits\)](#)
- [ARS 4120. National Security Affairs/Preparation for Active Duty \(3 credits\)](#)

Department of Military Science

APMS: CPT Ryan Ellis

Instructor: SFC Kendall Newton

Instructor : James Salanitro

Army ROTC Program

Enrollment in the Basic Course is open to all full-time students, and it carries with it no obligation for military service. Completion of the Basic Course is a prerequisite for admittance into the Advanced Course.

Prior service in the military, high school ROTC, or membership in a National Guard or Reserve unit may result in direct Advanced Course placement. Entrance into the Advanced Course is selective and is based upon demonstrated performance and leadership potential. Students who satisfactorily complete the Advanced Course and graduate from the University are commissioned as Second Lieutenants into the U.S. Army.

Qualifications

The general qualifications for entry into the ROTC Program are as follows: (a) United States citizenship; (b) meeting college entrance medical standards; (c) good moral character; and (d) being enrolled as a full-time student at UNCP.

Objectives

The objectives of the Army ROTC Program are to attract, motivate, and prepare selected students to serve as commissioned officers in the active or reserve components of the Army; to provide a practical understanding of the concepts and principles of military science; to develop a strong sense of duty, honor, and country; to promote teamwork and individual fitness; and to develop an understanding of and appreciation for international relations and national security. Attainment of these objectives prepares students for commissioning, and establishes a solid foundation for their professional development and effective performance in the uniformed services or in civilian enterprise.

The Army ROTC Program is of modular construction and is composed of a Basic and an Advanced Course. Enrollment in the Basic Course is open to all full-time students, and it carries with it no obligation for military service. Completion of the Basic Course is a prerequisite for admittance to the Advanced Course. Prior military service, high school ROTC, or membership in a National Guard or Reserve unit may result in direct Advanced Course placement. Entrance into the Advanced Course is selective and is based on demonstrated performance and leadership potential. Students who satisfactorily complete the Advanced Course and graduate from the university are commissioned as second lieutenants.

Courses

Military Science

- [MSC 1010. Leadership and Personal Development \(1 credit\)](#)
- [MSC 1020. Foundation in Leadership \(1 credit\)](#)
- [MSC 1800. Military Physical Training \(1 credit\)](#)
- [MSC 2010. Innovative Tactical Leadership \(3 credits\)](#)
- [MSC 2020. Leadership in Changing Environments \(3 credits\)](#)
- [MSC 3010. Adaptive Team Leadership \(3 credits\)](#)

- [MSC 3020. Leadership Under Fire \(3 credits\)](#)
- [MSC 4010. Developing Adaptive Leaders \(3 credits\)](#)
- [MSC 4020. Leadership in a Complex World \(3 credits\)](#)
- [MSC 4210. The American Military Experience \(3 credits\)](#)

Educator Preparation Program

Educator Preparation Program

Dean and Director: Loury Ollison Floyd

Theme: Preparing professional educators who are committed, collaborative, and competent

Faculty: Mary Ash²⁰, , Dorea Bonneau ²⁶, Danielle Chilcote⁸, Serina Cinnamon^{22,23}, Kimberly Dial Sellers¹⁷, Melissa R. Edwards¹¹, , Kelly Ficklin⁷, Loury Floyd ^{30, 36}, Karen Granger¹, Rita Hagevik²¹, Eun Hee Jeon¹⁰, Roger A. Ladd⁹, Ana Cecilia Lara^{25, 26}, Naomi Lifschitz-Grant^{2, 3}, Leslie Locklear ³², Lisa Mitchell ³⁴, Sandra Plata-Potter^{4,5, 16}, Jonathan Ricks¹⁸, José Rivera¹³, Mabel Rivera³⁵, Gretchen Robinson²⁹, Marisa Scott ²⁸, Hillary Sessions¹², LaMorris Smtih ³¹, Thomas Trendowski^{14,15}, Amy Van Buren^{3, 34}, Jennifer Whittington⁶, Bryan Winters ¹⁹, Summer Woodside²⁴

¹ Acad. Intell. Gifted (AO)	¹³ Music Education (U)	²⁵ Spanish Licensure (U)
² Art Education (U)	¹⁴ Health/Physical Education (U)	²⁶ Special Education (U)
³ Art Education (G)	¹⁵ Health/Physical Education (G)	²⁷ Special Education (G)
⁴ Birth to Kindergarten (U)	¹⁶ Pre-School (AO)	²⁸ Professional Core Coordinator
⁵ Elementary Education (U)	¹⁷ Reading Education (G)	²⁹ Licensure Officer
⁶ Elementary Education (G)	¹⁸ School Counseling (G)	³⁰ Director of Teacher Recruitment and Retention
⁷ English Education (U)	¹⁹ School Administration (G, AO)	³¹ Director of University-School Partnerships and Clinical Practice
⁸ English Education (G)	²⁰ Science Education (U)	³² edTPA Coordinator
⁹ English as a 2nd Language (AO)	²¹ Science Education (G)	³³ MAT Director
¹⁰ Mathematics Education (U)	²² Social Studies Education (U)	³⁴ Technology Coordinator
¹¹ Mathematics Education (G)	²³ Social Studies Education (G)	³⁵ Accreditation Coordinator
	²⁴ Social Work (AO)	

(U) = Undergraduate; (G) = Graduate; (AO) = Add-On

Educator Preparation Program Vision Statement

By holding ourselves to high standards of professional excellence and professional integrity, by caring for the personal and professional well-being of the teacher candidates in our undergraduate community and the career professionals in our graduate community, we will make sound judgments about the design and delivery of professional development programs in an environment of mutual trust and common commitment to public school children and their families.

Educator Preparation Program Mission Statement

Believing that the quality of education directly influences the quality of life both for those served and for those serving, the UNC Pembroke Educator Preparation Program has as its mission to develop and nurture competent and caring communities of public school professionals who dedicate themselves to the education and welfare of all students and whose understanding of the dynamic interrelationship among theory, practice, and reflection compels them to actively influence positive change with sensitivity and integrity. The UNCP Educator Preparation Program shares the University's commitment to academic excellence, cultural diversity, and lifelong learning within a balanced program of teaching, research, and service.

Educator Preparation Program Diversity Position Statement

As part of the mission of the University of North Carolina at Pembroke in providing the setting and environment for the University experience, and to graduate students prepared for global citizenship and our multi-ethnic regional society, the Educator Preparation Program at UNCP is committed to the development of educators who embrace the diversity of ideas, learning styles, racial, ethnic, and gender differences, and who possess the knowledge, skills, and dispositions necessary to promote living and learning in a global society. In order to accomplish this, the Educator Preparation Program

1. recruits students from among diverse backgrounds, cultures, and races;
2. recruits faculties from among diverse populations who possess a knowledge base for teaching diverse populations;
3. develops, teaches, and assesses a curriculum that embraces learning and teaching for diverse populations; and,
4. provides (field) experiences and clinical settings which enable students to test, adapt, and adopt paradigms of learning for diverse populations.

Basic Tenets of the Conceptual Framework (Philosophy, Purpose, and Goals)

The UNCP Educator Preparation Program is committed to the public school mission of preparing P-12 learners for full participation in a democratic society.. We believe that all P-12 learners are entitled to the highest quality instruction, services, resources, and facilities that society can provide. UNCP's primary responsibility in that noble effort is to prepare **competent** and **collaborative** professional educators **committed** to the democratic mission of public education.

Commitment

Public schools exist for the purpose of making equal access a reality for all children of any race, ethnicity, socioeconomic status, language, gender, religion, sexual orientation, or exceptionality. Success in school is critical to the quality of future life for individuals as well as the health and vitality of our democracy. Therefore, professional educators-classroom teachers, specialists, administrators, and school counselors-significantly influence the shape of that future for P-12 learners in our public schools. Such serious responsibility for the well-being of others requires an equally serious commitment from professional educators on several levels.

First, professional educators must be **committed to the mission of public education** in a culturally diverse, democratic society. Professional educators respect the dignity of all children, their families, their cultures, and their communities and care deeply about each child's academic success, health, and well-being. Second, professional educators must be **committed to rigorous standards for students**. Professional educators believe that all students can learn and set high expectations for all learners. Professional educators create safe, secure, and supportive learning environments designed to meet the needs of diverse learners. Third, professional educators must be **committed to rigorous standards for themselves**. They are personally invested in their professional work using continuous critical reflection to assess their effectiveness and guide professional development. They are committed to lifelong learning and continuous growth over the span of a career. Fourth, **professional educators are committed to the profession**. They are proud to serve their communities as educational leaders and advocate for the profession in all interactions. They affiliate with professional organizations at the district, state, and national levels.

Collaboration

Public education is a complex social institution whose stakeholders include local, state, and national governments, the general public, special interest groups, numerous national professional organizations, accreditation agencies, business partners, civic organizations, and millions of classroom teachers, administrators, service professionals, specialists, support staff, students and their families. Collaboration among all of these stakeholders in public education is essential for success. The UNCP Educator Preparation Program nurtures the development of professional educators who understand the importance of collaboration for public schools' success and who work productively with others in collaborative endeavors for the welfare of P-12 learners. Professional educators must **collaborate with others in the community of learners**. They create shared knowledge, work as a team on group projects in their classes, and develop a repertoire of cooperative learning strategies. Professional educators must **collaborate with other professionals in the school community**. They plan collaboratively with cooperating teachers, grade-level teams, resource teachers, and curriculum specialists, and embrace opportunities to team teach. Experienced professionals lead collaborative efforts for school improvement. Professional educators **collaborate with students' families** and other caregivers. They understand that the partnership between school and home enables the child's success in school. They communicate regularly with parents about what is going on in the school and invite them to actively participate in the school community. Professional educators **collaborate with others in the community**. They secure partnerships with businesses, civic organizations, nonprofit groups, and committed

individuals in the district, state, and nation to support educational initiatives for the benefit of P-12 learners.

Competence

The UNCP Educator Preparation Program prepares professional educators who are competent. They **possess the knowledge, skills, and dispositions** needed to perform their entry level and advanced roles and responsibilities in the public schools effectively.

Competent professional educators promote **positive learning outcomes for all students**.

Understanding the critical connections among theory, research, and practice, they ground their work in a defensible, well-developed **conceptual framework** grounded in relevant theory, research, and evidence-based practice. A competent professional educator is a reflective professional educator: such educators routinely

use critical, evidence-based self-reflection to learn from direct experience and continuously improve their effectiveness. Specifically, professional educators reflect on their practice, thinking systematically and critically about student learning to determine why learning happens and what can be done to improve student achievement. Toward this end, they collect and analyze student performance data to implement practice-related changes both to improve their teaching effectiveness and enhance student achievement, and adapt their practice based on classroom-based data and relevant research to meet students' needs. They secure and use **21st-century technologies and skills** to enhance student learning, service delivery, communication, and administration.

Competent professional educators **embrace cultural diversity**. They know the students for whom they are responsible and how to accommodate the needs of diverse learners in a positive, caring environment. They **value the role of the family in the child's education** and work cooperatively with parents and other caregivers for the child's benefit. Competent professional educators provide **leadership** wherever it is needed; they are always alert for opportunities to use their individual strengths to promote public education and those it serves.

Specific guidelines for defining professional competence are prescribed by the North Carolina State Board of Education, as the body authorized to govern licensure credentials for professional educators, and The University of North Carolina Board of Governors, the body authorized to govern the award of academic degrees for the University of North Carolina system. North Carolina State licensure requirements are aligned with the professional organization standards of the respective licensure area. Specific guidelines defining professional competence are also prescribed by the Council for the Accreditation of Educator Preparation (CAEP), the Council for Accreditation of Counseling & Related Educational Programs (CACREP), and external accreditation agencies.

In summary, UNC Pembroke prepares **committed, collaborative, and competent** professional educators who are responsive to equity and diversity; who are knowledgeable, effective, and reflective; and who lead in the classroom, school, and profession.

Educator Preparation Program Organization

The Educator Preparation Program at UNCP is a cross-disciplinary program, guided by the Teacher Education Committee and administered by the Dean, School of Education. Some licensure areas or majors are housed in the School of Education and some are housed in their respective academic departments in the College of Arts and Sciences.

Information about Educator Preparation Program regulations and procedures, licensure and testing requirements, special programs, and resources appears in this section.

Council of Educator Preparation Programs

The Council of Educator Preparation Programs is the University-wide committee responsible for overseeing all Educator Preparation Programs. Its specific functions include establishing teacher education regulations, reviewing all proposed changes to teacher education curriculum, reviewing proposed Educator Preparation Programs, reviewing the professional studies component of the program, approving applicants to the Educator Preparation Program, approving applicants for the professional semester, assuring compliance with state and national accreditation standards, and considering other matters related to teacher education. For a comprehensive description of the Council of Educator Preparation Programs organization and function, see the Educator Preparation Program Handbook and the UNCP Faculty Handbook.

Accreditation and Licensure

All educator licensure programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina State Board of Education. The North Carolina Department of Public Instruction issues licenses to serve in the public schools of North Carolina as teachers, school counselors, and administrators. The Professional School Counseling Program is also accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The School Social Work Program is also accredited by the Council on Social Work (CSWE). The Art Education Programs are also accredited by the National Association of Schools of Art and Design (NASAD). The Music Education Program is also accredited by the National Association of Schools of Music (NASM). Requirements for licensure are established by the NC State Board of Education and are subject to change. Accreditation provides for reciprocal licensure with other states that recognize interstate reciprocity agreements.

NC State Licensure Examination Requirement

All candidates for initial licensure in North Carolina must submit qualifying scores on the appropriate edTPA performance-based, subject-specific assessment. In addition, all candidates for licensure in North Carolina must earn passing scores on licensure exams as defined by current NC State Board of Education policy (note: current SBE policy does not require an exam for Birth-Kindergarten licensure). In the areas of Elementary Education or Special Education, candidates must earn satisfactory scores on the Foundations of Reading Test for North Carolina and Praxis Content Knowledge for Teaching (CKT) in Mathematics. All Middle Grades, Secondary and Special Education candidates must pass the designated Praxis II specialty area test(s). Middle Grades and Secondary candidates must pass the Principles of Learning and Teaching or exempt with a passing edTPA score. See the program coordinator or director for information about licensure exam requirements.

Candidates should begin their application for the license immediately following internship. Candidates must have their scores sent directly to the University and the NC Department of Public Instruction by the testing company. Candidate copies are not accepted. Applications and information about the licensure requirements are available

at the Educational Testing Service website at www.ets.org, NC Foundations <https://www.nc.nesinc.com>, edTPA <https://www.edtpa.com/>.

Special Resources and Facilities

The John H. and Maria J. McCrimmon Education Curriculum Lab (Teacher Resource Lab): The Curriculum Lab, housed in the School of Education, includes the Teacher Resource Library and Makerspace and is an essential part of the Educator Preparation Program. It contains professional and instructional materials supporting all licensure programs in the Educator Preparation Program. The Lab has textbooks used in P - 12 schools with supporting technological resources, teaching units, North Carolina Standard Course of Study, instructional media and equipment, professional journals, curriculum outlines, Praxis Core review materials, and equipment and resources for the construction of instructional materials.

Regulations and Procedures Applicable to Undergraduate Initial Teacher Licensure Programs

Standards for Undergraduate Initial Teacher Licensure Programs

The Educator Preparation Program is designed to prepare all undergraduate candidates to meet or exceed the North Carolina Professional Teaching Standards adopted by the Council of Educator Preparation Programs in collaboration with public school partners.

Curriculum for Undergraduate Initial Teacher Licensure Programs

The program of study, or curriculum, for undergraduate teacher education majors is comprised of four components: General Education, Content (major), Professional Studies core, and Content Pedagogy. A fifth component, academic concentration, is required in some programs of study (see following section). The General Education component includes study of the fine arts, literature, history, philosophy/religion, the social sciences, the natural sciences, mathematics, and physical education. The Content (major/licensure area) component is designed to provide in-depth understanding, skills, and knowledge specific to the chosen specialty/licensure area. The Professional Studies core component includes study of the historical, social, psychological, and philosophical foundations of education; human growth and development; ethics; learning theories; curriculum; instruction; exceptional, diverse, and at-risk children; content area literacy; and the integration of instructional technology. The Content Pedagogy component is designed to help the candidate learn how to teach content to public school students at the targeted age and grade level. The culminating professional development experience for prospective teachers is the senior internship (student teaching) under the direct supervision of a master teacher in a clinical setting.

Outlines of the requirements for each program area (major) follow and may also be found in the catalog sections for the respective academic departments.

Special Requirement for Undergraduate Initial Teacher Licensure Programs:

Academic or Professional Concentration

As required by the Board of Governors of The University of North Carolina, all students seeking a baccalaureate degree in Elementary Education or Health and Physical Education must complete an academic or professional concentration in a basic academic discipline as part of their degree requirements. A student must have a minimum cumulative QPA of 2.0 in academic and professional concentration courses to receive credit for the concentration. The 18-27 hours comprising these academic and professional concentrations have been selected to provide students with a cohesive study of a basic academic discipline. Academic and professional concentrations are available in American Indian Studies, Art, Biology, English, Exercise and Sport Science, Geography, Geology, History, Mathematics, Music, Physics, Political Science, Psychology, Reading, Spanish, Special Education, and Sociology. Students may choose a second major of 30 hours in Philosophy and Religion rather than an academic or professional concentration. Academic and professional concentration requirements are listed with the respective department.

Declaration of Major and Advising

As soon as the student decides to major in an Educator Preparation program, a Declaration of Major Form should be completed, including securing the required signatures, and submitted to the Office of the Registrar in Lumbee Hall. The form is then processed, and an advisor in the chosen program area is assigned. A major advisor is critical to a student's timely and efficient progress through the Educator Preparation Program.

Admission to the Educator Preparation Program

The Council of Educator Preparation Programs selectively admits and periodically evaluates students in the Educator Preparation Program on the basis of scholastic aptitude and suitability for teaching. Admission into the University as a student does not automatically satisfy eligibility requirements for admission to the Educator Preparation Program. Eligibility for admission into the Educator Preparation Program will be determined by regulations current at the time initial application is made for admission into the program.

To be eligible for consideration by the Council of Educator Preparation Programs and approved for admission to the Educator Preparation Program, each candidate must:

1. Have at least 24 hours of the General Education requirements completed.
2. Have earned a B- (2.7) or better in EDN 2100 (Introduction to Education) or the approved equivalent course.
3. Have earned a grade of at least "C-" (C if the course is repeated) in all required professional studies core, content pedagogy, and content courses completed at

the time of admission, with the exception of EDN 2100, which requires a grade of "B-."

4. Have at least a 2.7 cumulative Quality Point Average (QPA) on a 4.0 scale on all prior college/university course work.
5. Meet the state established scores on Praxis Core, SAT, or ACT. An official copy of the scores must be sent to UNCP. Students must meet the scores in effect at the time they apply to and qualify for admission to the Educator Preparation Program [see next section for details].
6. Satisfactorily complete an admission interview after completing all the above requirements.
7. Complete the application in Taskstream.

Students with disabilities who may require special accommodations should consult their program coordinator and/or the Dean of the School of Education.

Students should apply for admission to the Educator Preparation Program when all of the requirements for admission have been met. Applications are available in the School of Education Licensure Office and on the School of Education website. (LIMITED PROGRESSION NOTE: Formal admission to the Educator Preparation Program is a prerequisite for enrollment in many professional studies core, content pedagogy, and content courses.)

Students will receive written notification from the School of Education that their application for the Educator Preparation Program is approved or disapproved by the Teacher Education Committee. A student is not considered admitted to the Educator Preparation Program until such notification is received.

Testing Requirement for Admission to the Educator Preparation Program

State law requires that an undergraduate student seeking a degree in teacher education must attain passing scores on a pre-professional skills test prior to admission to an approved Educator Preparation Program in a North Carolina college or university. Students seeking admission to the Educator Preparation Program must satisfactorily complete the Praxis Core Series, which includes subtests in reading, writing, and mathematics, or achieve the state established scores on the SAT or the ACT that allow individuals to be exempt from Praxis Core testing requirements. Students must meet the required scores in effect at the time they apply to and qualify for admission to the Educator Preparation Program. The School of Education must receive an official copy of the scores before the student may be admitted to the Educator Preparation Program. Student copies of scores are not acceptable. For more information about testing requirements or other requirements for admission to the Educator Preparation Program, students should contact the School of Education.

Continuation in the Educator Preparation Program

If a candidate earns a course grade lower than "C-" in a professional studies core, content pedagogy, and content course; if a candidate's quality point average falls below a 2.7; or if a candidate's application for admission to the Professional Semester of the

Educator Preparation Program is disapproved for any reason, the candidate is suspended from the Educator Preparation Program. Candidates suspended from the program may not continue to progress in the program until the deficiencies are corrected. Required professional studies core, content pedagogy, and content courses in which a grade lower than a "C-" was earned must be repeated and a grade of "C" (2.0) or better must be earned. Upon correction of the deficiencies, candidates suspended from the program must request reinstatement in writing from the School of Education. *Note: pending TEC approval

Enrollment in Clinical Practice 2

Enrollment in Clinical Practice 2 is the culminating experience of the UNCP undergraduate Educator Preparation Program. To be eligible for consideration by the Teacher Education Committee and approved for enrollment in Clinical Practice 2, each candidate must:

1. Be formally admitted to the Educator Preparation Program one full semester (excluding summer sessions) prior to the professional semester.
2. Have not more than six (6) hours remaining of degree requirements at the beginning of the professional semester, excluding those required in the professional semester.
3. The remaining hours shall not include professional studies core or content pedagogy courses. If the remaining hours include content courses, the courses must be approved by the Program Coordinator and the Dean of the School of Education.
4. Upon approval by the Program Coordinator and Dean of the School of Education, the remaining hours taken during the professional semester must be scheduled at the conclusion of the school day, online or during weekends.
5. Have an overall quality point average of 2.7 (on a 4.0 scale) or better as well as a 2.7 or better in the candidate's major field of study.
6. Two full semesters prior to the internship, each candidate must complete the professional semester enrollment documents, including but not limited to the following items:
 1. *Application for the Professional Semester.*
 2. *Advisor's Recommendation for Professional Semester* form signed
 3. by the candidate's advisor, program coordinator, and respective department chairperson.
7. One full semester prior to the internship, update the professional semester enrollment documents, including but not limited to the following items:
 1. FERPA Form
 2. Advisor's Recommendation Form (UG only)
 3. Program Director's Recommendation Form (MAT/RES only)

4. Resume
5. Unofficial Transcript/Audit
6. Health Examination Certificate
7. Insurance Card (front and back)
8. Licensure Exam Registration Ticket(s)
9. Verification of Liability Insurance

Complete Clinical Practice 1 requirements, to include, but not limited to: Dispositions Assessment Field Experience Completion Verification Field Experience Assessment Candidates with disabilities who may require special accommodations during the Professional Semester should contact the Director of University-School Partnerships and Clinical Practice.

A candidate is not officially enrolled in Clinical Practice 2 until such notification is made AND all University registration procedures are completed.

Removal from an Internship Placement

When all reasonable attempts to rectify an unsatisfactory situation fail, the following options may be considered:

- Change of placement
- Voluntary withdrawal (grade of "W")
- Failure of internship (grade of "F") or involuntary withdrawal (grade of "W")
- Extension of placement (grade of "I")

The Dean of the School of Education selects an appropriate resolution in consultation with the vested parties to include, but not limited to: public school representative(s) from the host school district, the intern's Program Coordinator, the University Supervisor, the Director of University-School Partnerships and Clinical Practice, and the intern. The vested parties may recommend the assignment of "withdrawal," "fail," or "incomplete" for the internship semester to the professor of record for (a) change of placement, (b) failure or involuntary withdrawal, or (c) extension of placement. The University is in no way obligated to support or accommodate an intern whose conduct violates professional ethics or codes of conduct as defined by the Code of Ethics for NC Educators and the Educator Preparation Program Candidate Standards. (See current Clinical Practice Handbook for additional information.)

Graduation

Students must apply for graduation. Applications, which are available in the Registrar's Office, must be submitted at least two semesters before graduation (April 1st of the year prior is the deadline for December graduation; November 1st of the year prior is the

deadline for May graduation). Application for graduation is a University policy, separate from any Educator Preparation Program regulations and procedures.

Time Limit Regulation

See program coordinator for current information.

Residency Requirements for Educator Preparation Programs

Undergraduate students enrolled in one of the licensure programs in teacher education at UNCP will complete a minimum of 30 semester hours (2 semesters) of course work at the University prior to enrollment in the professional semester.

Transfer Credit for Professional Education Courses

Upon the review and approval from the School of Education, up to nine (9) hours transfer credit may be granted for education courses. For each course for which transfer credit is sought, the student must furnish an official transcript from the institution at which the course was taken. Transfer credit will be accepted only from two- and four-year colleges and universities with Educator Preparation Programs approved by at least one of the following: (1) North Carolina State Board of Education; (2) National Council for the Accreditation of Teacher Education (NCATE); (3) Teacher Education Accreditation Council (TEAC); (4) the Council for the Accreditation of Educator Preparation (CAEP); or (5) appropriate accepted institutional accreditors. Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education recognized national accreditors which are not listed above may also be considered acceptable.

Undergraduate Licensure Programs

NOTE: Students who desire teacher licensure in any one of the programs outlined below should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

Art, Art Education Licensure (K-12) Track, B.A.

Birth-Kindergarten Education (B-K), B.S.

Elementary Education (K-6), B.S.

English, Secondary Education (9-12) Emphasis, B.A.

English, Middle Grades Language Arts (6-9) Emphasis, B.A.

English as a Second Language Add-On Licensure

Health/Physical Education (K-12), B.S.

Mathematics, Secondary Mathematics Education Track (9-12), B.S.

Mathematics, Middle Grades Mathematics Education Track (6-9), B.S.

Music Education (K-12), Vocal Emphasis, B.M.

Music Education (K-12), Instrumental Emphasis, B.M.

Music Education (K-12), Keyboard Emphasis (Vocal Orientation), B.M.

Music Education (K-12), Keyboard Emphasis (Instrumental Orientation), B.M.

Science Education, Biology (9-12) Concentration, B.S.

Science Education, Chemistry (9-12) Concentration, B.S.

Science Education, Earth Science (9-12) Concentration, B.S.

Science Education, Physics (9-12) Concentration, B.S.

Science Education, Middle Grades Science (6-9) Concentration, B.S.

History, Social Studies Education, B.A.

Spanish, B.A. with Teacher Licensure (K-12)

Special Education (K-12), B.S.

School Social Work Licensure (Bachelor's Level)

Academically or Intellectually Gifted (AIG) Education Add-On Licensure

Department of Counseling

Chair: Nicole Stargell

Faculty: Whitney Akers¹, William Friedrich, Jonathan Ricks², Stephanie Robinson, Samantha Simon, Ashley Smith, Gary W. Mauk,

¹Director, Clinical Mental Health Counseling Program

²Director, Professional School Counseling Program

The Department of Counseling offers two distinct graduate degree programs in counseling: Professional School Counseling (M.A.Ed.) and Clinical Mental Health Counseling (M.A.Ed.). The department also offers graduate certificate programs in Addictions Counseling, Advanced School Counseling for Postsecondary Success and Play Therapy. As an affiliated program within the Teacher Education Program, the Professional School Counseling program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the North Carolina State Board of Education. The Professional School Counseling and Clinical Mental Health

Counseling programs are also accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

For complete information about these programs and courses leading to the Master of Arts in Education (M.A.Ed.) in either Professional School Counseling or Clinical Mental Health Counseling, see The Graduate School.

[Clinical Mental Health Counseling, M.A.Ed.](#)

[Professional School Counseling, M.A.Ed.](#)

Entrepreneurship and Bachelor of Interdisciplinary Studies

Entrepreneurship Programs

Director: Susan Peters

The School of Business offers students the opportunity to pursue a Bachelor of Science in Business Administration with a track in Entrepreneurship, as well as an Entrepreneurship Certificate Program and a Minor in Entrepreneurship.

Programs

Major

- [Business Administration, Entrepreneurship Track, B.S.](#)

Minor

- [Entrepreneurship Minor](#)

Certificate

- [Entrepreneurship Certificate](#)

Courses

Entrepreneurship

- [ENTR 2000. Innovation \(3 credits\)](#)
- [ENTR 2100. Growth and Sustainability \(3 credits\)](#)
- [ENTR 2200. Invention and New Products \(3 credits\)](#)
- [ENTR 4000. Planning and Strategy \(3 credits\)](#)

Bachelor of Interdisciplinary Studies Program

Director: Derek Oxendine

BIS Advisors: Keondra Mitchell, Lisa Mitchell

Interdisciplinary Studies Advisory Council

Christine Bell
Keondra Mitchell
Miguel Nino

Richard Gay
Lisa Mitchell
Barry O'Brien

Joong-Lyul Lee
Emily Neff-Sharum
Lois Williams

The Bachelor of Interdisciplinary Studies (BIS) program is designed for a set of diverse students who bring to the university many academic, personal, and work-related experiences. They may choose the BIS program if (1) they are aware that they are more employable in many occupations with the degree, (2) that learning in the arts and sciences and in a field of specialization leads to understanding and empowerment, and (3) that they understand their personal plans and recognize that they can effectively meet their most important goals for a bachelor's degree through the BIS.

The program serves adult students, in particular, who seek a broad, more flexible degree program to help them to advance or become more established in their careers or to improve their understanding of the world around them.

BIS Admission Requirements

1. Students must meet all admission requirements for entrance to The University of North Carolina at Pembroke.
2. Students must either (a) have completed a minimum of 45 credit hours with at least a 2.0 Grade Point Average, or (b) hold an Associate in Applied Arts, an Associate in Applied Science, an Associate in Business Administration, or an Associate in Science degree from a two-year institution recognized by an accepted institutional accreditor. Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education-recognized national accreditors which are not listed above may also be considered acceptable.

BIS Completion Requirements

The Bachelor of Interdisciplinary Studies degree requires that a student:

1. Meet The University of North Carolina at Pembroke's general education core requirements.
2. Complete a course of study in a specific Interdisciplinary Studies Major with an earned average grade point of 2.0 or better. At least 25 percent of the total credit requirements for any particular Interdisciplinary Studies Major must be taken from one or more Academic Departments at The University of North Carolina at Pembroke (UNCP). For those with Applied Associate degrees only 60 credit hours may be transferred from two-year institutions (including 30 hours credit awarded for completion of Associate in Applied Arts or Applied Science degree from a two-year institution). The number of credit hours permitted from any department, school, or college of UNCP will be restricted by disciplinary accreditation standards.
3. Transfer or take a balance of elective or support courses to meet the total credit requirements of any particular Interdisciplinary Studies Major.
4. Complete all requirements for baccalaureate graduation at The University of North Carolina at Pembroke.
5. Meet the requirements of the University of North Carolina's Writing Intensive Program.
6. Two thirds of all Major and Track courses taken toward the BIS degree must be from UNCP.
7. College credit in lieu of lifelong learning/experiential learning will not be granted.

Programs

BIS Majors and Tracks (Specializations)

- [Applied Management Information Systems, Operations Management, B.I.S.](#)
- [Applied Professional Studies, Financial Administration, B.I.S.](#)
- [Applied Professional Studies, General, B.I.S.](#)
- [Applied Professional Studies, Office Administration, B.I.S.](#)
- [Criminal Justice Studies, Sociology, B.I.S.](#)
- [General Studies, B.I.S.](#)
- [Hospitality, Resort, Hotel and Restaurant Administration, B.I.S.](#)
- [Public and Non-Profit Administration, Allied Health Administration, B.I.S.](#)
- [Public and Non-Profit Administration, General, B.I.S.](#)
- [Public and Non-Profit Administration, Public Management, B.I.S.](#)

- [Public and Non-Profit Administration, Substance Abuse, B.I.S.](#)
- Other Programs**
- [Applied Education Studies, Learning and Development, B.I.S.](#)

Courses

Interdisciplinary Studies

- [IDS 2000. Introduction to Leadership Theory and Practice \(3 credits\)](#)
- [IDS 3000. Foundations of Interdisciplinary Studies \(3 credits\)](#)
- [IDS 4000. Interdisciplinary Research \(3 credits\)](#)
- [IDS 4100. Advanced Leadership Theory and Application \(3 credits\)](#)

Personnel and Organizational Leadership Minor

Coordinator: TBA

The Departments of Psychology and Political Science and Public Administration and the School of Business offer an interdepartmental minor in Personnel and Organizational Leadership. This program is designed to provide the following competencies: 1) a theoretical understanding of the basic psychological processes that operate in work settings; 2) skill in establishing rapport with co-workers; 3) skill in assessing the qualifications and performance of others; 4) skill in managing and training others; and 5) a theoretical understanding of organizational structure and the forces that influence it.

Students majoring in any subject are eligible to participate in the Personnel and Organizational Leadership minor. Those who are interested should consult with the department chair from Psychology or Political Science and Public Administration or Marketing, Management, and International Business. Since many courses in the minor have prerequisites that can be taken to meet General Education requirements, early planning will be to the student's advantage.

Requirements for a Minor in Personnel and Organizational Leadership

Psychology: 9 Sem. Hrs.

select 3 courses from the following

- [PSY 2160. Social Psychology \(3 credits\)](#)
- [PSY 3160. Psychology of Leadership \(3 credits\)](#)
- PSY 3170.
- [PSY 4030. Psychological Testing \(3 credits\)](#)
- [PSY 4150. Motivation and Emotion \(3 credits\)](#)

Management/Administration: 9 Sem. Hrs.

select 3 courses from the following

- [MGT 3060. Organization and Management \(3 credits\)](#)
- [MGT 3090. Organizational Leadership \(3 credits\)](#)

- [MGT 4080. Human Resource Management \(3 credits\)](#)
- [MGT 4660. Business Strategy \(3 credits\)](#)
- [ECN 4070. Labor Economics \(3 credits\)](#)
- PLS 2100.
- PLS 3190.
- [PLS 3600. Introductory Internship in Political Science \(3 credits\)](#)

Total: 18 Sem. Hrs.

A particular course cannot be used to satisfy the requirements of both a major and a minor at the same time.

Maynor Honors College

Esther G. Maynor Honors College

Dean: Teagan Decker

Assistant Dean: Joshua Kalin Busman

University Honors Council

Teagan Decker (Chair)

Michele Fazio

Mark Milewicz

Kelly Charlton

E. Brooke Kelly

Joshua Kalin Busman

E. Cliff Mensah

Siva Mandjiny

The Maynor Honors College (MHC) at the University of North Carolina at Pembroke is designed to attract student scholars by providing an atmosphere that is both academically and personally stimulating. The College offers [interdisciplinary seminars](#) and discipline-specific honors courses taught by distinguished [faculty](#) members; these courses enhance the general education curriculum, facilitate academic and personal growth, and encourage the interdisciplinary exploration of ideas. Honors students also gain a sense of community through [shared residential facilities](#) as well as cultural and service learning programs. MHC helps students become independent, successful thinkers, researchers, and communicators while simultaneously preparing them to be responsible members of a global society. Once accepted to UNC, exemplary incoming first-year students who exceed the academic requirements are automatically considered for membership in the Maynor Honors College. No application is necessary. Those who meet the minimum requirements (weighted high school GPA of 3.5 but do not receive an automatic invitation) are welcome to the Honors College for consideration. Admission is very competitive. Selected students will be notified of their status. Incoming first-year students who do not meet these criteria but would like to be considered for admission should contact the Dean's office before completing an honors admission application.

Transfer students and current UNCP students are also welcome to apply to the Honors College by completing an honors admission application. Transfer and current UNCP students should have a minimum 3.5 GPA and complete more hours of college-level work.

Freshmen who apply during their first semester of course work should adhere to the requirements for first-year students.

Completion of the Maynor Honors College curriculum requires that students successfully complete at least 18 hours of honors credit and obtain a minimum 3.4 GPA at graduation.

Honors College students should successfully complete 18 hours of honors credit and 4 credit hours of project course work (HON 4000 and 4500). Honors credit includes Honors courses (HON seminars or designated honors sections of existing courses) and Honors contract courses (maximum of 12 credit hours).

End-of-year GPA Requirements:

- First Year: 3.0
- Second Year: 3.25
- Third Year: 3.4
- Fourth Year: 3.4

Students must successfully complete a minimum of one honors course every academic year until 18 hours of honors credit are earned. Requests for a waiver of this requirement can be made in writing to the Dean of the Honors College. In addition, students are required to maintain GPA requirements as noted above.

Additional details regarding the Honors College curriculum and eligibility can be located on the Honors College website.

Programs

[The Honors Curriculum](#)

Completion of the Maynor Honors College curriculum requires that students successfully complete at least 22 hours of honors credit and obtain a minimum 3.4 GPA at graduation. Honors credit hours can be earned through Honors College Seminars, Honors sections of discipline-specific courses (coded as -900 sections in the course schedule), or Honors Contract Courses (maximum of 12 hours). Contract courses are traditional courses that are tailored to meet honors requirements by requiring work that is above and beyond the normal expectations of the course.

Honors Credit (18 Sem. Hrs.)

-
- [HON 1000. Contemporary Public Issues \(3 credits\)](#)
 - [HON 1510. Contemporary Issues in Science and Technology \(3 credits\)](#)
 - [HON 2000. The Humanistic Tradition I: From the Ancient World to 1500 \(3 credits\)](#)
 - [HON 2010. The Humanistic Tradition II: From 1500 to the Contemporary Age \(3 credits\)](#)
 - [HON 2520. Mathematical Concepts and Applications \(3 credits\)](#)
 - [HON 2750. The Individual in Society \(3 credits\)](#)
 - [HON 3000. Cultures in Contact \(3 credits\)](#)
 - [HON 4990. Honors Independent Study \(1-3 credits\)](#)
 -

Senior Project (4 Sem. Hrs.)

-
- [HON 4000. Research Methods and Prospectus \(1 credit\)](#)
 - [HON 4500. Honors Thesis/Project \(3 credits\)](#)

Total: 22 Sem. Hrs.

Academic Enrichment and World Studies Courses

Career Center

Courses

University Studies

- [UNV 1050. Introduction to Career Development \(2 credits\)](#)

Center for Student Success

Courses

University Studies

- [UNV 1000. Freshman Seminar \(1 credit\)](#)
- [UNV 1010. Learning Community \(0 credit\)](#)
- [UNV 1060. New Transfer Seminar \(1 credit\)](#)
- [UNV 1100. Strategies for Success \(3 credits\)](#)
- [UNV 2000. Introduction to Student Development Theory and Peer Education \(3 credits\)](#)

Library

Courses

Library

- [LIB 1000. Introduction to Academic Research \(3 credits\)](#)
- [LIB 5000. Introduction to Graduate Academic Research \(3 credits\)](#)

World Studies

Programs

Minor

- [World Studies Minor](#)

Courses

World Studies

- [WLS 1000. University Convocation Program \(1 credit\)](#)
- [WLS 1010. University Convocation Program \(1 credit\)](#)
- [WLS 1020. University Convocation Program \(1 credit\)](#)
- [WLS 1030. University Convocation Program \(1 credit\)](#)
- [WLS 1500. Introduction to International and Intercultural Relations \(1-3 credits\)](#)
- [WLS 2000. World Cultural Geography \(3 credits\)](#)
- [WLS 2100. Multicultural Center Internship \(3 credits\)](#)
- [WLS 2510. Introduction to World Politics \(3 credits\)](#)
- [WLS 2990. Study Abroad \(3 credits\)](#)

- [WLS 3200. Service Internship \(3 credits\)](#)
- [WLS 4500. Seminar in International and Intercultural Relations \(3 credits\)](#)

Graduate School Admissions

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Overview of The Graduate School Admissions Process

UNCP welcomes applications from qualified persons who have earned a baccalaureate degree and whose academic preparation and aptitude predict success in graduate school. To be considered for admission to The Graduate School, an applicant must have an earned bachelor's degree from an accredited college or university recognized by the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Degrees earned at colleges/universities accredited by other US Department of Education recognized national accreditors may also be considered. Applicants whose undergraduate degrees are still in progress may apply for provisional admission. Information on accredited institutions is available from The Graduate School. Exceptions on standard accreditation may be granted for applicants with international degrees, including applicants with three-year degrees from institutions in Europe participating in the Bologna Process. Information about the Bologna Process can be found at <http://www.ehea.info/>.

The Graduate School website (www.uncp.edu/grad) provides important information for prospective students, including application forms and requirements, submission guidelines, application deadlines, and timeframes for admission. Additional information is available on the website of the specific degree program.

Any student who supplies false or misleading information or conceals pertinent facts in order to secure admission to UNCP may be denied admission or, if admitted, may be immediately dismissed from the University. Such a student may be ineligible to receive any credit from the UNCP Graduate School.

Admission Deadlines for Early Consideration

Interested applicants should check the information on the website for admission terms and

deadlines, noting that some graduate programs admit students every term, but others admit students only once or twice a year and often the beginning term is summer I. Similarly, the deadline for applications vary by program, but for those program not specifying an application deadline, students may be admitted until the term begins. If a deadline a program is not specified, application materials and all supporting documentation should be submitted to The Graduate School at least one month prior to the projected enrollment date (at least six months prior to the projected enrollment date for international students). Additionally, some programs will reach admission capacity early. When capacity is met, subsequent applicants will be considered for the next term of admission, which may be a year later. Check program websites for details.

The Admissions Decision

The Dean of The Graduate School (or designee) and the director of the appropriate graduate degree program evaluate all applications that meet the basic eligibility criteria (see admission requirements below). Meeting the minimum qualifications for general admission to The Graduate School does not guarantee admission to a specific program.

The admissions decision is made by the Dean of The Graduate School upon recommendation from the appropriate director of a graduate degree program. No single consideration dictates decisions on applications; instead, numerous factors and their relationships to one another enter into such decisions. The program director's recommendation and the Dean's official admission decision are based upon an analysis of both quantitative and qualitative data submitted by the applicant.

Categories of Admission

All students seeking to enroll in any graduate class must be admitted to The Graduate School, or they must have specific permission from the Dean of The Graduate School. The Graduate School admits graduate students in one of the following categories:

- full admission to a program,
- provisional admission to a program,
- special admission to The Graduate School,
- enrichment students, and
- visiting graduate students.

In addition, UNCP undergraduate students who have at least 75 hours of course credit (at least 24 credit hours at UNCP), have at least a 3.0 GPA, and gain permission may participate in Undergraduate Privilege. Undergraduate Privilege allows students to take up to twelve (12) semester hours of graduate credit, which may also count towards an appropriate graduate degree.

Admissions categories, admission requirements, and undergraduate enrollment are further explained in the sections below.

Full Admission to a Program

To be eligible for consideration for full or provisional admission to a degree program, an applicant must:

- submit a completed online application;
- pay a \$55 non-refundable application fee (\$60.00 for international applicants);
- submit an official transcript(s) to The Graduate School;
- submit an official report of satisfactory scores on an entrance examination (required for some programs):

- have three academic and/or professional recommendations submitted on her/his behalf (NOTE: **MBA no longer requires recommendations**); and
- submit a copy of a current license, if applicable.

Some programs may have additional application requirements, such as an essay, personal interview, or background check. See the program-specific requirements and reference stipulations that are posted on The Graduate School website (www.uncp.edu/grad) and/or on the individual program websites.

Information about the admissions requirements for international students can be found in a separate section below and on The Graduate School website.

Transcript Requirement

Applicants are to have an official transcript sent to The Graduate School from:

1. all colleges/universities in which a bachelor's degree or higher was earned or is in progress. One transcript must indicate a baccalaureate degree was earned from a regionally accredited institution. Applicants may submit additional transcripts.
2. any colleges/universities in which course work was completed within 5 years of the date of application, and
3. any institution showing relevant courses for a program's prerequisite courses or for transfer credit consideration (if master's level). See [Program Specific Requirements](#).

Additional Guidance:

- Applicants who attend or previously attended UNCP do not need to provide UNCP transcripts nor a transcript from an institution appearing on the UNCP transcript.
- Students provisionally admitted into a graduate program pending degree completion are to submit an official, degree-dated transcript within the first two months enrollment.
- Applicant may be asked to submit additional transcripts for admission consideration.
- Community college transcripts (even if a degree was earned) do not have to be submitted.
- Applicants who earned a degree from an institution outside the United States must submit an evaluation of their transcripts by [NACES](#) accredited credential evaluation service (WES preferred).

Entrance Examination Requirement for Admission

Some programs require applicants to submit an official report of satisfactory scores on an appropriate standardized entrance examination as described below (some programs waive entrance exam requirements for applicants with an advanced degree):

- Mathematics Education, Middle Grades Education (except science), and Reading Education applicants submit test scores for the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE);
- English program (MA and MAT) applicants submit Miller Analogies Test (MAT), the Graduate Record Examination (GRE) or PRAXIS II test scores qualifying for English 9-12 licensure (ELA: Content Knowledge test 5038 and Principles of Learning and Teaching: Grades 7-12 test 5624 at time of posting).
- Business Administration (MBA) applicants submit GRE or Graduate Management Admissions (GMAT) test scores. Applicants with an undergraduate GPA over 3.0 (4.0 scale) do NOT have to submit test scores.
- Master of Public Administration (MPA) applicants submit GRE test scores. Applicants with an undergraduate GPA of 3.5 or higher or a 3.5 or higher in their undergraduate major do not have to submit test scores.
- Master of Social Work (MSW) applicants with an undergraduate GPA of less than 3.0 for the 60 hour program (less than 3.2 for the Advanced Standing program) must submit GRE or MAT test scores.

Specific Exam Information:

- a. The Miller Analogies Test (MAT) is an hour-long test of analytical ability consisting of 120 analogy problems. The MAT is offered by the [Office for Regional Initiatives](#), located at [The Carolina Commerce and Technology Center](#) (COMTech) on Livermore Drive. To schedule a sitting for the MAT, applicants may call (910.775.4000); additional information is available at [The Testing Center](#).
- b. The Graduate Record Examination (GRE) assesses analytical writing, critical thinking, and verbal and quantitative reasoning skills and is offered by the Educational Testing Service (ETS) of Princeton, NJ. Additional information is available at the ETS website (www.gre.org). The GRE is administered locally by the [Office for Regional Initiatives](#), located at [The Carolina Commerce and Technology Center](#) (COMTech) on Livermore Drive. To schedule a sitting for the GRE, applicants may call (910.775.4000). Additional information is available at [The Testing Center](#).

- c. The Graduate Management Admissions Test (GMAT) assesses quantitative, verbal, and reasoning skills and is offered by the ETS Graduate Management Admissions Council. Additional information is available at the ETS website (www.mba.com and [a student's guide for taking the GMAT](#)).

If an applicant already holds a master's degree or above (e.g., master's, doctorate, J.D.), the entrance test requirement may be waived.

Recommendations

Most programs require applicants to submit contact information for three academic and/or professional recommenders in the online application. Typically, at least one recommendation should come from a college/university faculty member in the undergraduate major of the applicant. The other references should come from the applicant's employers/supervisors, if applicable. Applicants should check for [Program Specific Requirements](#) and note that **MBA program does not require recommendations.**

Licensure Requirement for Admission to Education Programs

Applicants for graduate programs leading to licensure by the North Carolina State Board of Education, (M.S.A., M.A., or an M.A.Ed. programs) must submit a copy of any current licenses held. This is not a requirement for applicants for Clinical Mental Health Counseling, Professional School Counseling, or Master of Arts in Teaching (M.A.T.) degrees.

In some programs, students without current licensure may be admitted to a non-licensure track and are required to sign a waiver of North Carolina Standard Professional I and M level licensure. It is the individual's responsibility to determine the requirements of any licensure reciprocity agreement that may exist between North Carolina and another state. Reciprocity does not guarantee that all areas of licensure will transfer directly from one state to another. The applicant is encouraged to contact the School of Education Licensure Office and/or the North Carolina Department of Public Instruction concerning licensure requirements and reciprocity agreements with other states.

International Graduate Students

The Graduate School of The University of North Carolina at Pembroke welcomes applications from potential graduate students from other nations. To be eligible for consideration for admission as an international student, an applicant must:

1. submit a completed application;
2. pay the non-refundable application fee of \$60.00;
3. submit an official transcript evaluation report by a [NACES-accredited evaluation service](#) (World Education Services, WES, preferred). Transcripts are not required - only an official evaluation reports by is needed.
4. submit an official report of satisfactory scores on an entrance exam, if required by program of interest;
5. submit satisfactory scores on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS), if English is not the native language
 - The minimum TOEFL score is 79 on Internet-based (iBT) or 550 on paper-based (PBT) test.
 - The minimum IELTS overall score is 6.5, with a minimum score of 6.0 on each of the four bands.
 - Exceptions to the English standardized exams are available for the three categories of international applicants:
 1. International applicants who have received or will receive a degree from a regionally-accredited university in the United States.
 2. International applicants who have received or will receive a degree from an accredited university abroad, where English is the **sole language of instruction**. Applicants in this category must provide an official letter of verification from that university that English is the sole language of instruction. along with the

- applicant's date of graduation (or anticipated date of graduation for those who are still working on their bachelor's degree). Failure to provide an official letter of verification will mean that the standardized English exam scores will be required for admission.
3. International applicants from countries where English is the **sole official language of instruction** (Australia, Bahamas, Barbados, Canada-except Quebec, Ghana, Ireland, India, Jamaica, Kenya, New Zealand, Nigeria, St. Vincent and the Grenadines, Trinidad, Tobago, Uganda, and United Kingdom - England, Northern Ireland, Scotland, Wales).
 4. Have successfully completed UNCP's [English Language Institute](#) (ELI).
 6. have three academic and/or professional recommendations submitted on her/his behalf (not required for MBA);

If admitted, international students will need to

7. submit official proof of financial support, [Financial Certification](#).

Provisional Admission to a Graduate Program

Students may be provisionally admitted into a program if they do not meet all requirements for a program, but their circumstances warrant provisional admission. Provisions typically require a student to take courses with content needed for success in the program.

Provisionally admitted students who do not complete the provisions and are not fully admitted into a program within one year are no longer eligible for financial aid.

Special Admission to The Graduate School

Students seeking admission into this category are those who, because of extenuating circumstances, may be unable to submit all documents required for full or provisional admission prior to the beginning of a semester or summer term. Students granted this non-matriculated special admission status may register for one semester only and for no more than six (6) semester hours. These students are admitted to The Graduate School; they are not admitted into a degree-granting program of an academic department. Students in this category should seek to convert their admission into full or provisional status as soon as possible. Further enrollment is prohibited without a change of admissions status.

To be eligible for consideration for special admission status to The Graduate School, an applicant must:

- a. submit a completed online application;
- b. pay a \$55.00, non-refundable application fee (\$60.00 for international applicants);
- c. submit an official transcript(s) to the Graduate School (see transcript requirement details under "Full Admission" section);
and
- d. submit a copy of a current NC teaching license, or a current license from another state, if applicable.

Enrichment Student Admission

Applicants who possess a baccalaureate degree from an accredited institution of higher learning, who are not enrolled in degree programs at other institutions, and who wish to complete courses at UNCP for personal or professional enrichment may qualify for admission as enrichment students. Students in this category may enroll in up to six (6) credit hours in a semester. Continuation of enrollment beyond one semester in this category requires the written approval of the Dean of The Graduate School. Six (6) semester hours of credit (if appropriate and within the time limit) earned as a special student may later be applied toward degree requirements (see [Transfer Credit](#) section).

Individuals seeking to enroll in enrichment studies must:

- a. submit a completed online application;
- b. pay a \$55.00, non-refundable application fee (\$60.00 for international applicants);

- c. submit an official transcript(s) to the Graduate School (see transcript requirement details under "Full Admission" section).

Visiting Student Admission

Visiting graduate students enrolled in the graduate schools of accredited institutions of higher learning are welcome at The University of North Carolina at Pembroke. Qualified visiting graduate students may study for one semester or summer at UNCP and transfer credits back to their home institutions after securing the written approval of the Dean of The Graduate School. To gain admission as a visiting graduate student, an applicant must be in good standing at, and be eligible to return to, the home institution. The decision to admit visiting graduate students rests with the Dean of The Graduate School. Also, visiting graduate students who wish to enroll for an additional semester must secure the written approval of the Dean of The Graduate School. To be eligible for admission consideration as a visiting student, an applicant must:

- a. submit a completed online application;
- b. pay the \$55.00, non-refundable application fee (\$60.00 for international applicants); and
- c. submit a letter-of-good-standing signed by the graduate dean (or an appropriate official) of her/his home graduate school specifying the course(s) for which transfer credit may be earned.

Enrollment for Additional Graduate Licensure

Applicants who possess graduate (M level) licensure by the North Carolina State Board of Education may enroll in some graduate programs to earn additional graduate licensure. Students who wish to exercise this option must apply to The Graduate School for admission. The School of Education Licensure Officer and the program director will identify the requirements for a recommendation for additional graduate licensure to be forwarded to the Department of Public Instruction by UNCP. This enrollment status does not qualify the student for an additional degree.

Applicants who hold a master's degree from a, 48-credit-hour counseling degree program recognized by an accepted institutional accreditor who wish to obtain licensure as a school counselor and those who possess graduate licensure who wish to obtain a school administration license may apply for admission to a licensure-only program. Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education recognized national accreditors which are not listed above may also be considered acceptable. Admission requirements are identical to those for the degree program. Additional information may be obtained from The Graduate School or from the specific program.

Enrollment for Graduate Certificate

Applicants for Graduate Certificate programs should see the Program Specific Requirements page. In general, graduate certificate applicants must:

- a. submit a completed online application;
- b. pay the \$55.00, non-refundable application fee (\$60.00 for international applicants);
- c. submit transcripts according to transcript requirements.

Second Master's Degree

Individuals who possess a master's degree and wish to enroll at UNCP to earn a second master's degree must apply for admission to the selected program area and, upon acceptance, complete all program requirements for that degree, including comprehensive examinations, if applicable. Graduate students may transfer up to twelve credit hours (with a grade of B or better) with approval of the Program Director and the Graduate Dean.

Transfer credit hours are subject to the five-year time limit (six years for the Professional School Counseling, Clinical Mental Health Counseling, and Social Work programs) applied to all course work credited toward the master's degree, with the exception of reinstated credits sanctioned by the Graduate Appeals Committee (see "[Lapsed Credit](#)" and "[Appeals](#)" sections of this catalog).

Undergraduate Privilege for Graduate Coursework

Undergraduate students who have successfully completed 75 hours of undergraduate coursework may gain permission to take graduate courses by completing the Undergraduate Privilege form located on the Forms and Resources website. Students may want to note that up to twelve hours (12) of successfully completed (B or better) graduate coursework may count towards their master's degree, depending on program and courses, and may also count towards their undergraduate degree. These students should note that these courses are subject to all Graduate School rules and regulations (time to degree, grading, etc.).

To be eligible, undergraduate student must:

- have successfully completed 75 hours of course credit (at least 24 credit hours at UNCP),
- have at least a 3.0 GPA at UNCP and
- Submit the Undergraduate Privilege form, properly completed and signed, to The Graduate School.

NOTE:

- Graduate course grades do NOT count in one's undergraduate GPA.
- Graduate level coursework may only be applied to both a undergraduate and a graduate degree if the student receives proper prior approval.
- Graduate course grades count in graduate GPA and towards the graduate regulation of three "Cs" or one "F" dismissal.
- Permission to take graduate courses does **not** guarantee future admission into a graduate program.
- If course/s is/are counting towards completion of undergraduate degree, financial aid may apply.
- Students taking graduate courses may withdraw from the course up to two weeks prior to the last regular class meeting for a regular 15 week course or the equivalent in shorter term courses.
- Undergraduates taking and failing a graduate level course may appeal to the Graduate Appeals Committee for permission to apply for admission into a graduate program following the guidelines under Special Readmission Regulation for Students Dismissed for Academic Reasons.
- Undergraduate students may not take graduate hours in Thesis, Independent/Individual Study, Practicum or Internship courses.

Medical History Forms and Immunizations

North Carolina State law (General Statute 130A 152-157) requires that all students entering college present a certificate of immunization, which documents that the student has received the required immunizations. This law applies to all students except the following: students registered in only off-campus courses; students attending night or weekend classes only; and students taking a course load of (4) credit hours or fewer in on-campus courses. The form and additional information is available on the website of Student Health Services (www.uncp.edu/shs). Students whose medical history forms are not on file by the specified deadline each semester are administratively withdrawn from the University.

Student Health Insurance

Registered students taking six (6) or more credit hours are required to purchase the University of North Carolina system-wide Student Health Insurance Plan, with the following exceptions: distance education students (students taking only off-campus and internet courses) and students who submit evidence of equivalent coverage satisfactory to the policyholder. All students are automatically enrolled in the UNC system-wide plan each semester and are obligated for the cost of the plan for that semester unless the student submits a waiver request at <http://studentbluenc.com/#/uncp> that is successfully verified as creditable coverage. An overview of the plan is available on the website of Student Health Services (www.uncp.edu/shs).

Residency Status for Tuition Purposes

North Carolina law requires students who are not residents of the State to pay a higher rate of tuition than that charged North Carolina residents. To qualify for in-state tuition, the applicant must generally have lived in North Carolina for a minimum period of twelve months immediately prior to his or her enrollment in an institution of higher learning. [More information](#)

Special waivers exist for U.S. military personnel. Military Waiver Forms are available for active duty U.S. military personnel and their dependents stationed in North Carolina.

International students (i.e., non-US citizens seeking to attend the UNCP Graduate School) are subject to special regulations with regard to residency status, immigration procedures, and passport and/or visa requirements. Information is available in the UNCP [Office of Global Engagement](#).

NC Residency Determination Service (RDS) is the entity responsible for all new classifications of residency in North Carolina. The Graduate School application prompts applicants to the process and to enter a RDS number.

- To begin the process, visit www.NCresidency.org
- ALL student inquiries about initial determinations, reconsiderations or appeals, should be directed to RDS, the sole authority for residency determinations. You may reach RDS by telephone or email:
 - Phone: 844.319.3640
 - Email: rdsinfo@ncresidency.org

Graduate School Regulations and Procedures

Regulations and procedures common to all graduate programs of The University of North Carolina at Pembroke appear in the links below. The Graduate School and the Graduate Council are responsible for ensuring the accuracy of this section on Graduate School regulations and procedures.

[Graduate School Admissions](#)

[Master's Degree Requirements](#)

[Additional Graduate School Regulations](#)

[Graduate Expenses](#)

Detailed information on each program, including requirements specific to individual programs, is contained in the section on [Graduate Degrees and Programs](#). The academic departments that house the graduate programs are responsible for ensuring that the information in the program sections is accurate. Program curricula, course offerings, and course schedules are determined by

the individual departments/schools/colleges. All students must meet the requirements of the catalog that was current at the time they entered this institution, or a subsequent catalog. Students will not be allowed to meet some of the requirements of one catalog and some of the requirements of another catalog. A student moved to a subsequent catalog will not be allowed to revert back to any previous catalogs. If students' attendance is interrupted for more than one year, they must meet the requirements of the catalog in effect at the time of readmission, or those of a subsequent catalog. Prospective students are urged to read this information carefully and to refer to this catalog throughout their enrollment at UNCP. Information about The Graduate School and the University's graduate programs also is available on The Graduate School website (www.uncp.edu/grad). Links to the graduate programs, as well as other resources for graduate students and graduate faculty, can be accessed from The Graduate School website.

Graduate Expenses

(Subject to change without notice.)

Graduate Expenses: Per Semester - Regular Session

Sem. Hrs.	In-State Tuition *	Out-of-State Tuition *	Required Fees**	Insurance***	In-State Total	Out-of-State Total *
9+	\$2,140.00	\$8,171.59	\$1,244.88	\$1,313.50	\$4,698.38	\$10,729.97
6 to 8	\$1,605.00	\$6,128.69	\$933.66	\$1,313.50	\$3,852.16	\$8,375.85
3 to 5	\$1,070.00	\$4,085.80	\$622.44	0	\$1,692.44	\$4,708.24
1 to 2	\$535.00	\$2,042.90	\$311.22	0	\$846.22	\$2,354.12

*Additional tuition for Professional Schools: MBA, \$272.85 per semester; MSAT, \$200.00 per semester; MSN, \$107.50 per semester, based on full-time equivalency.

**Note: The above charges include mandatory fees. Graduate students may have miscellaneous fees in addition to these, as shown below.

***International Insurance: TBD

Miscellaneous Graduate Student Fees

Application Fee (paid at the time of initial application; non-refundable)	\$55
International Application Fee (paid at the time of initial application; non-refundable)	\$60
Orientation Fee (includes SAPG cost)	\$20
Graduation Fee (cap, gown, hood, and diploma)	\$100
Internship Fee	\$15
Readmission Application Fee	\$25
Reenrollment Late Payment Fee	\$50
Returned Check Charge	\$25

Distance Education* - per credit hour

(including fees of \$28.18 for Graduate Students)

In-State	Out-of-State
\$237.99**	\$829.32**

*Plus Flat \$36.75 Distance Education Instructional Support Fee for students exclusively online or remote sites

**Additional tuition for Professional Schools: MBA, \$26.75 per credit hour; MSN, \$10.54 per credit hour

The Graduate School

Dean: Irene Pittman Aiken

Associate Dean: Kirill Bumin

Mission Statement

The mission of The Graduate School at The University of North Carolina at Pembroke is to provide quality master's level degree programs and opportunities for continuing professional and career development for students whose academic preparation and personal characteristics predict success in graduate studies.

About The Graduate School and Graduate Programs

The University of North Carolina at Pembroke offers over forty pathways to a master's degree or certificate, all designed to enhance a student's development as a professional and a scholar. Graduate programs provide in-depth study of a discipline under the guidance of faculty members who are committed to students' intellectual growth. Emphasizing a personal and relevant approach to post-baccalaureate education, UNC Pembroke challenges students to take their skills and knowledge to a new level of mastery.

The Graduate School emphasizes depth of study, academic rigor, and reflection. Graduate programs seek to foster in students a desire for excellence, a sustained commitment to learning, an openness to change, a social consciousness, and a respect for human diversity. The programs also strive to ensure the development of students into leaders of their professions.

Each graduate program is firmly grounded in theoretical and empirical bodies of knowledge. Students are challenged to think critically and creatively, and to apply theory to practice in an atmosphere of inquiry and dynamic exchange with faculty and each other.

Faculty share the University's commitment to academic excellence in a balanced program of teaching, research, and service. They are committed to excellence in teaching, engaging in the generation of knowledge, and serving their communities and professions.

Flexible course schedules and course formats are designed to make courses readily available to students. In addition to its offerings on the main campus, The Graduate School offers selected classes and programs at satellite locations, primarily community colleges. All programs offer online and/or hybrid courses. The M.P.A. and M.B.A. degrees are offered both as on-campus and as online programs, and the M.A.Ed. in Elementary Education, the M.A.T. in Elementary Education, and the M.A.T. in Special Education are offered as fully online programs.

Location

While graduate classes may be offered at a variety of campus and off-campus sites, the location for all inquiries regarding graduate admissions, regulations, and procedures is The Graduate School, which is located in Room 124 of Lindsay Hall. The main telephone number for this office is (910) 521-6271; the fax number is (910) 521-6751.

Additional information about The Graduate School may be accessed through the school's website: <http://www.uncp.edu/grad/>.

The mailing address is

The Graduate School
The University of North Carolina at Pembroke
P.O. Box 1510
Pembroke, NC 28372

Graduate Degrees and Programs

The Graduate School

Programs

Master of Arts

- [Sport Administration M.A.](#)

[Display courses for this school/college.](#)

Graduate Continuous Enrollment

[Go to information for this department.](#)

No active programs available.

[Display courses for this department.](#)

Graduate Program in Athletic Training

[Go to information for this department.](#)

Programs

Master of Science

- [Athletic Training, M.S.](#)

[Display courses for this department.](#)

Graduate Programs in Business Administration

[Go to information for this department.](#)

Programs

Master of Business Administration

- • [Business Administration, M.B.A.](#)
- • [Business Administration, M.B.A., Concentration in Business Analytics](#)
- • [Business Administration, M.B.A., Concentration in Finance](#)
- • [Business Administration, M.B.A., Concentration in Financial Services](#)
- • [Business Administration, M.B.A., Concentration in Healthcare Administration](#)
- • [Business Administration, M.B.A., Concentration in Supply Chain Management](#)
- • [Master of Business Administration with Concentration in Forensic Accounting](#)

[Display courses for this department.](#)

Graduate Programs in Counseling

[Go to information for this department.](#)

Programs

Master of Arts in Education

- • [Clinical Mental Health Counseling, M.A.Ed.](#)
- • [Professional School Counseling, M.A.Ed.](#)

Certificate

- • [Advanced School Counseling for Postsecondary Success](#)
- • [Graduate Certificate in Addiction Counseling](#)
- • [Play Therapy Graduate Certificate](#)

[Display courses for this department.](#)

Graduate Programs in Educational Leadership

[Go to information for this department.](#)

Programs

Master of School Administration

- • [School Administration, M.S.A.](#)

License

- • [School Administration Add-On Program](#)

[Display courses for this department.](#)

Graduate Program in Elementary Education

[Go to information for this department.](#)

No active programs available.

[Display courses for this department.](#)

Graduate Programs in English Education

[Go to information for this department.](#)

Programs

Master of Arts

- • [English Education, Licensure Concentration, M.A.](#)
- • [English Education, Thesis Concentration, M.A.](#)

License

- • [English as a Second Language \(ESL\) Graduate Add-On Licensure](#)

[Display courses for this department.](#)

Graduate Programs in Health and Physical Education

[Go to information for this department.](#)

Programs

Master of Arts

- • [Health and Physical Education, Exercise/Sports Administration Concentration, M.A.](#)
- • [Health and Physical Education, Physical Education Licensure Concentration, M.A.](#)

[Display courses for this department.](#)

Graduate Program in Mathematics Education

[Go to information for this department.](#)

Programs

Master of Arts

- • [Mathematics Education, M.A.](#)

[Display courses for this department.](#)

Graduate Programs in Middle Grades Education

[Go to information for this department.](#)

Programs

Master of Arts in Education

- • [Middle Grades Education, M.A.Ed.](#)

[Display courses for this department.](#)

Graduate Programs in Nursing

[Go to information for this department.](#)

Programs

Master of Science in Nursing

- • [Nursing, Clinical Nurse Leader Specialization, M.S.N.](#)
- • [Nursing, Nurse Educator Specialization, M.S.N.](#)
- • [Nursing, Rural Case Manager Specialization, M.S.N.](#)

[Display courses for this department.](#)

Graduate Programs in Public Administration

[Go to information for this department.](#)

Programs

Master of Public Administration

- • [General Public Administration: M.P.A.](#)
- • [Public Administration, Criminal Justice, M.P.A.](#)
- • [Public Administration, Emergency Management, M.P.A.](#)
- • [Public Administration, Health Administration, M.P.A.](#)

[Display courses for this department.](#)

Graduate Program in Reading Education

[Go to information for this department.](#)

Programs

Master of Arts in Education

- • [Reading Education, M.A.Ed.](#)

[Display courses for this department.](#)

Graduate Programs in Science Education

[Go to information for this department.](#)

Programs

Master of Arts

- • [Science Education, Biology, M.A.](#)
- • [Science Education, Chemistry, M.A.](#)
- • [Science Education, Earth Science, M.A.](#)
- • [Science Education, Non-Licensure Concentration in Biology, M.A.](#)
- • [Science Education, Physics, M.A.](#)

[Display courses for this department.](#)

Graduate Programs in Social Studies Education

[Go to information for this department.](#)

Programs

Master of Arts

- • [Social Studies Education, History Concentration, M.A.](#)
- • [Social Studies Education, Social Sciences Concentration, M.A.](#)

[Display courses for this department.](#)

Graduate Programs in Social Work

[Go to information for this department.](#)

Programs

Master of Social Work

- • [Social Work, Advanced Standing, M.S.W.](#)
- • [Social Work, M.S.W.](#)

License

- • [School Social Work Licensure \(Master's Level\)](#)

[Display courses for this department.](#)

Graduate Programs in Teaching

[Go to information for this department.](#)

Programs

Master of Arts in Teaching

- • [Teaching with Art Specialization, M.A.T.](#)
- • [Teaching with Birth to Kindergarten Specialization, M.A.T.](#)
- • [Teaching with Elementary Education Specialization, M.A.T.](#)
- • [Teaching with English Education \(9-12\) Specialization, M.A.T.](#)
- • [Teaching with Health/Physical Education Specialization, M.A.T.](#)
- • [Teaching with Mathematics Education \(9-12\) Specialization, M.A.T.](#)
- • [Teaching with Middle Grades Language Arts Specialization, M.A.T.](#)
- • [Teaching with Middle Grades Mathematics Specialization, M.A.T.](#)
- • [Teaching with Middle Grades Science Education Specialization, M.A.T.](#)
- • [Teaching with Middle Grades Social Studies Education Specialization, M.A.T.](#)
- • [Teaching with Science Education \(9-12\) Specialization, M.A.T.](#)
- • [Teaching with Social Studies Education \(9-12\) Specialization, M.A.T.](#)

All Programs

Office of Engaged Outreach

Bachelor of Interdisciplinary Studies

- • [Applied Education Studies, Learning and Development, B.I.S.](#)
- • [Applied Management Information Systems, Operations Management, B.I.S.](#)
- • [Applied Professional Studies, Financial Administration, B.I.S.](#)
- • [Applied Professional Studies, General, B.I.S.](#)
- • [Applied Professional Studies, Office Administration, B.I.S.](#)
- • [Criminal Justice Studies, Sociology, B.I.S.](#)
- • [General Studies, B.I.S.](#)
- • [Hospitality, Resort, Hotel and Restaurant Administration, B.I.S.](#)
- • [Public and Non-Profit Administration, Allied Health Administration, B.I.S.](#)
- • [Public and Non-Profit Administration, General, B.I.S.](#)
- • [Public and Non-Profit Administration, Public Management, B.I.S.](#)
- • [Public and Non-Profit Administration, Substance Abuse, B.I.S.](#)

Bachelor of Science

- • [Business Administration, Entrepreneurship Track, B.S.](#)

Non-Degree

- • [Entrepreneurship Minor](#)
- • [Personnel and Organizational Leadership Minor](#)

Certificate

- • [Entrepreneurship Certificate](#)

Maynor Honors College

Non-Degree

- [The Honors Curriculum](#)

Academic Enrichment

No active programs available.

World Studies

Non-Degree

- [World Studies Minor](#)

Library

No active programs available.

College of Arts and Sciences

Bachelor of Arts

- [American Indian Studies, B.A.](#)
- [Art, Art Education Licensure \(K-12\) Track, B.A.](#)
- [Art, Art History Track, B.A.](#)
- [B.A. in Art: Studio Track](#)
- [Criminal Justice, B.A.](#)
- [English, Literary Studies Emphasis, B.A.](#)
- [English, Middle Grades Language Arts \(6-9\) Emphasis, B.A.](#)
- [English, Professional Writing Emphasis, B.A.](#)
- [English, Secondary Education \(9-12\) Emphasis, B.A.](#)
- [History, General History, B.A.](#)
- [History, Social Studies Education, B.A.](#)
- [Music, B.A.](#)
- [Music, Music Industry Emphasis--Classical Track, B.A.](#)
- [Music, Music Industry Emphasis--Jazz and Commercial Track, B.A.](#)
- [Philosophy and Religion, B.A.](#)
- [Political Science, General Option, B.A.](#)
- [Political Science, International Studies Option, B.A.](#)
- [Political Science, Pre Law Option, B.A.](#)
- [Political Science, Public Policy and Administration Option, B.A.](#)
- [Sociology, B.A.](#)
- [Spanish, B.A.](#)
- [Spanish, B.A. with Teacher Licensure \(K-12\)](#)
- [Theatre Arts, B.A.](#)

Bachelor of Music

- [Music Education \(K-12\), Instrumental Emphasis, B.M.](#)
- [Music Education \(K-12\), Keyboard Emphasis \(Instrumental Orientation\), B.M.](#)
- [Music Education \(K-12\), Keyboard Emphasis \(Vocal Orientation\), B.M.](#)
- [Music Education \(K-12\), Vocal Emphasis, B.M.](#)
- [Musical Theatre, B.M.](#)

Bachelor of Science

- [Applied Physics, B.S.](#)
- [Biology, Botany Track, B.S.](#)
- [Biology, Environmental Biology Track, B.S.](#)
- [Biology, Molecular Biology Track, B.S.](#)
- [Biology, No Track, B.S.](#)
- [Biology, Zoology Track, B.S.](#)
- [Biology: Agricultural Science Emphasis](#)
- [Biology: Biomedical Emphasis, B.S.](#)
- [Biology: Pre-Physical Therapy Emphasis, B.S.](#)
- [Biology:Biotechnology Emphasis, B.S.](#)
- [Chemistry, Analytical, B.S.](#)
- [Chemistry, Environmental, B.S.](#)
- [Chemistry, Forensic, B.S.](#)
- [Chemistry, General, B.S.](#)
- [Chemistry, Molecular Biotechnology, B.S.](#)
- [Chemistry, Pre-Health Professions, B.S.](#)
- [Chemistry, Pre-Pharmacy, B.S.](#)
- [Chemistry, Professional, B.S.](#)
- [Computer Science, Cyber Security Track, B.S.](#)
- [Computer Science, General Track, B.S.](#)
- [Cyber Security, B.S.](#)
- [Dual Degree \(3+2\) Program at UNCP and NCSU](#)
- [Environmental Science, B.S.](#)
- [Geo-Environmental Studies, Geography Track, B.S.](#)
- [Geo-Environmental Studies, Geoscience Track, B.S.](#)
- [Information Technology, Cyber Security Track, B.S.](#)
- [Information Technology, General Track, B.S.](#)
- [Mass Communication, Broadcasting Track, B.S.](#)
- [Mass Communication, Communication Studies Track, B.S.](#)
- [Mass Communication, Journalism Track, B.S.](#)
- [Mass Communication, Public Relations Track, B.S.](#)
- [Mathematics, Mathematics Track, B.S.](#)
- [Mathematics, Middle Grades Mathematics Education Track \(6-9\), B.S.](#)
- [Mathematics, Secondary Mathematics Education Track \(9-12\), B.S.](#)
- [Psychology, B.S.](#)
- [Science Education, Biology \(9-12\) Concentration, B.S.](#)
- [Science Education, Chemistry \(9-12\) Concentration, B.S.](#)
- [Science Education, Earth Science \(9-12\) Concentration, B.S.](#)
- [Science Education, Middle Grades Science \(6-9\) Concentration, B.S.](#)
- [Science Education, Physics \(9-12\) Concentration, B.S.](#)

Non-Degree

- [African American Studies Minor](#)
- [American Indian Studies Academic Concentration](#)
- [American Indian Studies Minor](#)
- [Applied Gerontology Minor](#)
- [Art Academic Concentration](#)
- [Art History Minor](#)
- [Asian Studies Minor](#)
- [Biology Academic Concentration](#)
- [Biology Minor](#)
- [Broadcasting Minor](#)
- [Chemistry Minor](#)
- [Computer Science with Emphasis in Programming Minor](#)

- • [Computer Science with Emphasis in World Wide Web Minor](#)
- • [Creative Writing Minor](#)
- • [Criminal Justice Minor](#)
- • [English Academic Concentration](#)
- • [English Minor](#)
- • [French Minor](#)
- • [Gender Studies Minor](#)
- • [General Political Science Minor](#)
- • [Geography Academic Concentration](#)
- • [Geography Minor](#)
- • [Geology Academic Concentration](#)
- • [Geology Minor](#)
- • [Hispanic Studies Minor](#)
- • [History Academic Concentration](#)
- • [History Minor](#)
- • [Information Technology Minor](#)
- • [Jazz Studies Minor for Music Majors](#)
- • [Jazz Studies Minor for Non-Music Majors](#)
- • [Jewish and Middle Eastern Studies Minor](#)
- • [Journalism Minor](#)
- • [Legal Studies Minor](#)
- • [Literature Minor](#)
- • [Mathematics Academic Concentration](#)
- • [Mathematics Minor](#)
- • [Media Integration Studies Minor](#)
- • [Media Integration Studies Minor](#)
- • [Medical Sociology Minor](#)
- • [Music Business Minor](#)
- • [Music Minor](#)
- • [Music, Instrumental Orientation, Academic Concentration](#)
- • [Music, Keyboard Orientation, Academic Concentration](#)
- • [Music, Vocal Orientation, Academic Concentration](#)
- • [Musical Theatre Minor](#)
- • [Non-Profit Leadership Minor](#)
- • [Philosophy and Religion Academic Concentration](#)
- • [Philosophy and Religion Minor](#)
- • [Philosophy Minor](#)
- • [Physics Academic Concentration](#)
- • [Physics Minor](#)
- • [Political Science Academic Concentration](#)
- • [Popular Religious Culture in America Minor](#)
- • [Pre-Engineering](#)
- • [Professional Writing Minor](#)
- • [Psychology Academic Concentration](#)
- • [Psychology Minor](#)
- • [Public Administration Minor](#)
- • [Public Relations Communication Minor](#)
- • [Religion Minor](#)
- • [Sacred Music Minor for Instrumental Emphasis Music Majors or Non-Music Majors](#)
- • [Sacred Music Minor for Voice or Keyboard/Vocal Orientation Music Majors](#)
- • [Sociology Academic Concentration](#)
- • [Sociology Minor](#)
- • [Spanish Academic Concentration](#)
- • [Spanish Minor](#)

- • [Studio Art Minor](#)
- • [Substance Abuse Minor](#)
- • [Sustainability Minor](#)
- • [Sustainable Agriculture Minor](#)
- • [Teaching English as a Second Language \(TESL\) Academic Concentration](#)
- • [Teaching English to Speakers of Other Languages \(TESOL\) Minor](#)
- • [Terrorism Studies Minor](#)
- • [Theatre Minor](#)

Certificate

- • [Certificate in Applied Ethics](#)
- • [Geospatial Technologies Certificate](#)

License

- • [English as a Second Language Add-On Licensure](#)

Combined BA-MPA

- • [Political Science, B.A., and Public Administration, M.P.A., Five-Year Combined Track](#)

College of Health Sciences

Bachelor of Science

- • [3+2 BS EXSS Exercise Physiology/MS Athletic Training](#)
- • [Exercise and Sport Science, Fitness Specialist Track](#)
- • [Exercise and Sport Science, Health Promotion Track, B.S.](#)
- • [Exercise and Sport Science, Recreation and Sport Administration Track, B.S.](#)

Bachelor of Social Work

- • [Social Work, B.S.W.](#)

Non-Degree

- • [Health Promotion Minor](#)
- • [Recreation Minor](#)
- • [Social Welfare Minor](#)
- • [Sport Leadership Minor](#)

Certificate

- • [Post-master's Certificate in Nursing Education](#)

License

- • [School Social Work Licensure \(Bachelor's Level\)](#)

Bachelor of Science in Nursing

- • [Pre-Licensure BSN, B.S.N.](#)
- • [RN-BSN Completion, B.S.N.](#)

School of Business

Bachelor of Science

- • [Accounting, B.S.](#)
- • [Business Administration, Economics Track, B.S.](#)
- • [Business Administration, Finance Track, B.S.](#)
- • [Business Administration, International Business Track, B.S.](#)
- • [Business Administration, Management Track, B.S.](#)
- • [Business Administration, Marketing Track, B.S.](#)

Non-Degree

- • [Business Administration Minor](#)
- • [Economics Minor](#)
- • [Finance Minor](#)
- • [Management Minor](#)
- • [Marketing Minor](#)
- • [Quantitative Economics Minor](#)

School of Education

Bachelor of Science

- • [Birth-Kindergarten Education \(B-K\), B.S.](#)
- • [Elementary Education \(K-6\), B.S.](#)
- • [Health/Physical Education \(K-12\), B.S.](#)
- • [Special Education \(K-12\), B.S.](#)

Non-Degree

- • [Reading Professional Concentration](#)
- • [Special Education Professional Concentration](#)

License

- • [Academically or Intellectually Gifted \(AIG\) Education Add-On Licensure](#)
- • [Preschool Add-On Licensure](#)

The Graduate School

Master of Arts

- • [English Education, Licensure Concentration, M.A.](#)
- • [English Education, Thesis Concentration, M.A.](#)
- • [Health and Physical Education, Exercise/Sports Administration Concentration, M.A.](#)
- • [Health and Physical Education, Physical Education Licensure Concentration, M.A.](#)
- • [Mathematics Education, M.A.](#)
- • [Science Education, Biology, M.A.](#)
- • [Science Education, Chemistry, M.A.](#)
- • [Science Education, Earth Science, M.A.](#)
- • [Science Education, Non-Licensure Concentration in Biology, M.A.](#)
- • [Science Education, Physics, M.A.](#)
- • [Social Studies Education, History Concentration, M.A.](#)
- • [Social Studies Education, Social Sciences Concentration, M.A.](#)
- • [Sport Administration M.A.](#)

Master of Arts in Education

- • [Clinical Mental Health Counseling, M.A.Ed.](#)
- • [Middle Grades Education, M.A.Ed.](#)
- • [Professional School Counseling, M.A.Ed.](#)
- • [Reading Education, M.A.Ed.](#)

Master of Arts in Teaching

- • [Teaching with Art Specialization, M.A.T.](#)
- • [Teaching with Birth to Kindergarten Specialization, M.A.T.](#)
- • [Teaching with Elementary Education Specialization, M.A.T.](#)
- • [Teaching with English Education \(9-12\) Specialization, M.A.T.](#)
- • [Teaching with Health/Physical Education Specialization, M.A.T.](#)
- • [Teaching with Mathematics Education \(9-12\) Specialization, M.A.T.](#)
- • [Teaching with Middle Grades Language Arts Specialization, M.A.T.](#)
- • [Teaching with Middle Grades Mathematics Specialization, M.A.T.](#)
- • [Teaching with Middle Grades Science Education Specialization, M.A.T.](#)
- • [Teaching with Middle Grades Social Studies Education Specialization, M.A.T.](#)
- • [Teaching with Science Education \(9-12\) Specialization, M.A.T.](#)
- • [Teaching with Social Studies Education \(9-12\) Specialization, M.A.T.](#)

Master of Business Administration

- • [Business Administration, M.B.A.](#)
- • [Business Administration, M.B.A., Concentration in Business Analytics](#)
- • [Business Administration, M.B.A., Concentration in Finance](#)
- • [Business Administration, M.B.A., Concentration in Financial Services](#)

- • [Business Administration, M.B.A., Concentration in Healthcare Administration](#)
- • [Business Administration, M.B.A., Concentration in Supply Chain Management](#)
- • [Master of Business Administration with Concentration in Forensic Accounting](#)

Master of Public Administration

- • [General Public Administration: M.P.A.](#)
- • [Public Administration, Criminal Justice, M.P.A.](#)
- • [Public Administration, Emergency Management, M.P.A.](#)
- • [Public Administration, Health Administration, M.P.A.](#)

Master of School Administration

- • [School Administration, M.S.A.](#)

Master of Science

- • [Athletic Training, M.S.](#)

Master of Science in Nursing

- • [Nursing, Clinical Nurse Leader Specialization, M.S.N.](#)
- • [Nursing, Nurse Educator Specialization, M.S.N.](#)
- • [Nursing, Rural Case Manager Specialization, M.S.N.](#)

Master of Social Work

- • [Social Work, Advanced Standing, M.S.W.](#)
- • [Social Work, M.S.W.](#)

Certificate

- • [Advanced School Counseling for Postsecondary Success](#)
- • [Graduate Certificate in Addiction Counseling](#)
- • [Play Therapy Graduate Certificate](#)

License

- • [English as a Second Language \(ESL\) Graduate Add-On Licensure](#)
- • [School Administration Add-On Program](#)
- • [School Social Work Licensure \(Master's Level\)](#)

Student Affairs

- [Student Affairs Departments](#)
- [Student Life](#)
- [Student Services](#)
- [Student Rights and Responsibilities](#)

The Division of Student Affairs consists of 13 departments, each of which is responsible for providing a variety of student support services, involvement opportunities, educational programs and facilities.

Each department is designed to integrate students into the university experience and to promote total student development. Specifically, student affairs practitioners work to foster intellectual, social, cultural, emotional, leadership, civic and personal development within a safe, inclusive and diverse community.

Staff members are dedicated to facilitating student access and sustaining a rich learning environment in a community of care and mutual respect that leads to student success.

The departments within Student Affairs are:

- Campus Engagement and Leadership
- Campus Recreation
- CARE Team
- Career Center
- Community and Civic Engagement

- Counseling and Psychological Services
- Environmental Health and Safety
- Housing and Residence Life
- Police and Public Safety
- Student Conduct
- Student Health Services
- Student Inclusion and Diversity
- University Center and Programs

Student Affairs Departments

- | | |
|---|---|
| • Campus Engagement and Leadership | • Housing and Residence Life |
| • Campus Recreation | • Student Conduct |
| • Care Team | • Student Health Services |
| • Career Center | • Office of Student Inclusion and Diversity |
| • Office for Community and Civic Engagement | • University Center and Programs |
| • Counseling and Psychological Services | • James B. Chavis Student Center |
-

The Division of Student Affairs consists of 11 departments, each of which is responsible for providing a variety of student support services, involvement opportunities, educational programs and facilities. Each department offers services that serve residential, commuter and online students.

Each department is designed to integrate students into the university experience and to promote total student development. Specifically, student affairs practitioners work to foster intellectual, social, cultural, emotional, leadership, civic and personal development within a safe, inclusive and diverse community.

Staff members are dedicated to facilitating student access and sustaining a rich learning environment in a community of care and mutual respect that leads to student success.

The departments are as follows:

Campus Engagement and Leadership

Campus Engagement and Leadership's (CEL) mission is to provide meaningful cocurricular and extracurricular development and educational opportunities for students in a values-based and student-centered environment. Guided by the university's core values, Campus Engagement and Leadership is committed to enhancing the overall educational experience of students by: (1) engaging students with appropriately designed opportunities to develop their leadership capacity; (2) cultivating peer-to-peer connections that foster a sense of belonging and institutional affinity; (3) providing an opportunity for membership in organizations committed to values-based leadership; and (4) empowering students in the planning and implementation of cocurricular and extracurricular activities. The Office for Campus Engagement and Leadership hosts events, provides opportunities for leadership development, and works with all student organizations, including fraternities and sororities, to provide opportunities to connect to campus and become engaged as a leader. If you have questions about becoming more involved on campus, please visit Suite 243 in the James B. Chavis Student Center.

Campus Recreation

Campus Recreation believes leisure physical activity and enjoyment are vital to a person's total well-being. Based upon this belief, Campus Recreation provides a broad and diversified program of recreational activities for the university's students, faculty and staff. Through the use of our online registration platform IMLeagues (located in BraveWeb) our patrons have the opportunity to participate in over a dozen intramural activities, multiple club sports, group fitness activities, and trips associated with the Adventuresship. Campus Recreation also provides access to non-organized avenues of recreation through the use of the Campbell Wellness Center, Aquatics Center, Auxiliary Gym and Disc Golf Course. Through these programs, Campus Recreation complements the learning experience by providing our diverse campus community the opportunity to develop a healthy active lifestyle through positive social interactions, lifelong wellness education and innovative and inclusive recreational programming.

CARE Team

Cultivating a safe and supportive campus environment is the responsibility of all university employees. The CARE Team was created to formalize the university's existing processes and facilitate communication, collaboration and coordination of concerns related to student wellness and behavior. The CARE Team and affiliated CARE referral process provide a centralized resource for bringing concerns about students to the attention of the people on campus and/or in the community who can best assist that student.

The CARE Team meets weekly to consult and determine optimal support strategies for students who may be experiencing personal challenges and coordinate an appropriate response action plan. Central to the CARE Team process is coordinating campus communication and information sharing to detect patterns of behavior that in isolation may seem insignificant, but when viewed holistically, may indicate a more critical concern.

The UNC Pembroke CARE Team seeks to:

- Identify, assess and support students who display concerning behavior
- Initiate appropriate measures to support the student and campus community
- Coordinate activities with other departments/programs to support students
- Educate and empower the campus community to recognize, report, manage and effectively address concerning, problematic, disruptive, threatening, and/or harmful behaviors
- Provide consultation, support, recommendations and intervention assistance to campus members to help students and manage situations or behaviors, preferably before they repeat, escalate or become threatening or acts of harm to self or others
- Collect, assess and track reports and information about student behaviors to identify and respond to patterns of behavior or trends, including gaps in service(s) and support for students

The CARE Team seeks to connect students to the department(s) that will provide the best resource(s) is located in the UC Annex, Room 217A. For more information, visit uncp.edu/CARE, call 910.775.4180 or email care.team@uncp.edu. Office hours are 8 a.m.-5 p.m., Monday-Friday.

Career Center

The Career Center is located in the Chavis Student Center, Room 220. The Center assists students and alumni with their career planning, graduate school application, internship and job search needs. Career counselors help students decide on a major, assess interests, values and skills, explore career options, develop internship and job search strategies, apply to graduate schools and market their qualifications through resume, cover letter and personal statement

writing and interview skills practice. The Career Center coordinates the On-Campus Student Employment Program for students seeking on-campus jobs. The center's website provides 24/7 services including how-to guides and an online Handshake software students to post their resumes, apply for internships and jobs, network with employers and develop effective career planning skills. The What Can I Do With This Major software on the Career Center's website helps students identify all of the career options related to their degree. The Career Resource Center (UC, Room 221) can also be reserved for class presentations, employer events and interviews. The Interview Room (UC, Room 219B) can be reserved for student's or employer's in-person, phone or online interviews.

Workshops are offered throughout the year on a wide range of career planning topics.. Events are scheduled annually including career panels, etiquette dinners, networking and career fairs to help students and alumni explore career options, connect with recruiters and achieve their career goals.

The Career Center develops partnerships with recruiters from business, industry, government, health care, public education and graduate schools to increase the quality of internship, job and graduate school opportunities

For more information, view the Career Center's website at uncp.edu/career, call 910.521.6270 or email career@uncp.edu.

Office for Community and Civic Engagement

The Office for Community and Civic Engagement (CCE) is located in Jacobs Hall, Suite K. The CCE office provides opportunities for students to develop their knowledge and understanding of community and civic responsibility through educational programs, co-curricular service opportunities and academic service-learning. The CCE staff advises students on volunteerism, community service, social justice, civic engagement and responsible citizenship.

CCE provides an experiential learning approach to student development and active, responsible citizenship. The core curriculum provides education, awareness and service opportunities for students to become actively engaged in social justice issues and civic responsibility. CCE builds and maintains partnerships with community agencies to provide students with these opportunities. In addition, the office hosts days of service, monthly service opportunities and alternative break trips, and works with the Division of Academic Affairs to develop academic service-learning opportunities. Service-learning is a teaching and learning strategy that enriches academic and life-long learning by engaging students in meaningful service to the community while gaining valuable knowledge and skills that integrate with course objectives. Students enrolled in service-learning courses are provided with opportunities to apply the concepts, skills and information learned in the classroom to real world problems in the community.

Students may document their participation in civic development education and service opportunities via UNCP Serve, an online volunteer management system, to create a service transcript.

CCE houses the CARE Resource Center and Brave Foundations Mentoring Program. The CARE Resource Center is UNCP's on-campus food pantry and professional clothing closet, and Brave Foundations is a community and university partnership dedicated to empowering and enhancing all forms of literacy in our local communities through meaningful service opportunities and

mentorship. Both are located in the Ebert House at 34 Dogwood Lane.

Counseling and Psychological Services

UNCP Counseling and Psychological Services (CAPS) is central to the mission of the university. CAPS assists students in achieving their educational goals by fostering resilience and guiding students toward increased capacity for positive relationships and life-long learning.

The mission of CAPS is to provide clinical mental health services to support the well-being and academic success of students and contribute to a healthy campus climate. This is accomplished by providing individual and group counseling, crisis management, consultation and referral, and prevention education to the campus community.

The center offers confidential therapy and psychiatric evaluation by licensed providers and clinical trainees to UNCP students at no cost. Services are provided through triage, scheduled appointments, and/or crisis contact.

Prevention education programs are provided throughout the year, and upon request, covering a variety to topics such as Mental Health First Aid, bystander intervention, suicide prevention, alcohol and drug misuse, and much more.

Student Health Services

Student Health Services (SHS), located on the first floor in the Brave Health Center, is committed to providing affordable, accessible and high-quality health care services to those eligible through health promotion and disease prevention programs. SHS provides a variety of confidential clinical health services including the diagnosis and treatment of general and acute medical problems, women's health, men's health, departmental required physicals, allergy injections, STI counseling, screening & treatment, COVID-19 testing, laboratory services and limited pharmaceuticals. Students enrolled at UNCP pay a Student Health Fee as part of their tuition each semester. The Student Health Fee covers access to health professionals, health education programs and copayments for services rendered at SHS. Student Health Services also bill students' health insurance plans for services rendered. Students referred for hospitalization, specialty care and diagnostic services not offered through SHS are responsible for the cost of these services, unless covered by health insurance. Student Health Services is open Monday through Friday from 8 a.m. - 5 p.m. For after-hours nursing advice, students should call the After-Hours Nurse Line at 1.888.267.3675. The student health insurance plan (SHIP) includes telehealth services for additional after-hours care. For emergencies, dial 911 or call Police & Public Safety at 910.521.6235.

INSURANCE

All registered students taking six (6) or more credit hours are required to purchase the student health insurance plan (SHIP), with the following exceptions: distance education students and students who submit evidence of equivalent coverage satisfactory to the university coverage. Students who do not submit a waiver online, will automatically purchase the Student Health Insurance.

IMMUNIZATIONS

All registered students taking four (4) or more credit hours are required to submit immunizations upon registration of classes, with the following exemptions: distance education, evening/weekend

courses and/or medical/religious exemption. All students who do not submit immunizations by the deadline will be administratively withdrawn from the University. View the Student Immunization Policy (from Student Health Services) online: uncp.edu/pr/pol-114001-student-immunization-policy.

CONFIDENTIALITY

The student's confidential medical record is available only to the professional staff of SHS and may only be released with written permission by the student. Records are retained in SHS 11 years after the student leaves the university and subsequently are destroyed.

Office of Student Inclusion and Diversity

Diversity enriches students' educational experiences and holistic development. Student Inclusion and Diversity (OSID) is committed to developing interculturally competent students and celebrating diversity in an inclusive campus community where differences are embraced as strengths. OSID employs collaborative, innovative, data-driven and student-centered programming to foster awareness, equity, mutual respect and social justice in relation to, and at intersections of, race, age, ethnicity, sex, gender identity and expression, sexual orientation, ability, faith, religion, national origin, citizenship, social and economic class, ideology and other identities present in the institution's diverse community. As a result of this commitment to intercultural engagement, students will be better prepared to engage in and contribute to a diverse and interdependent global society.

OSID's office features a student lounge, which includes study areas, a television, dry erase board and additional seating and a conference room. The spaces are open to the campus community Monday-Friday from 8 a.m.-5 p.m. To inquire about reserving the spaces, please contact OSID at 910.521.6508, osid@uncp.edu, on social media @InclusiveUNCP or visit us in Room 124 of Old Main.

James B. Chavis Student Center

The James B. Chavis Student Center is committed to facilitating the educational process by providing gathering spaces, programs, activities services, and facilities where students, faculty, staff, alumni and guests can build community, create culture and develop character.

The James B. Chavis University Center is the hub of campus activities and houses offices for the Career Center; Campus Engagement and Leadership, which includes Fraternity and Sorority Life; the Student Government Association; and the Pembroke Activities Council. Service areas within the Chavis Student Center Center include a computer lab, an Information Station, the Hawks Nest game room, the Dining Hall, Chick-fil-A, student lounges, and multiple conference and meeting rooms.

The University Center Annex is the main programming venue on campus and includes conference rooms and a multi-purpose assembly room with two dressing rooms and a catering kitchen. The Annex houses the Division of Student Affairs, Dean of Students, and Student Conduct offices.

Student Life

The UNCP community encourages participation in a variety of campus clubs, organizations, governance and other activities. Most departments have clubs for their majors. With over 110 student organizations on campus, there are plenty of opportunities for students to get involved. The websites of all recognized student organizations are available at www.uncp.edu/leadership or on BraveConnect.

Student Government Association

The mission of the Student Government Association (SGA) is to champion the concerns of the student body and to ensure that the rights of the students are upheld.

All students attending UNCP automatically become members of the Student Government Association. Student Government functions through its elected representatives and is advised by Campus Engagement and Leadership staff. Officers of the Student Government are elected by the student body each spring (and fall any unfilled senatorial positions) according to the constitution and bylaws of the organization. Although discipline is the legal responsibility of the administration, the principle of student government is fully supported by the administration and faculty.

The Legislative Branch of the Student Government Association, the Student Senate, functions as the policy-making body of SGA. The senate recommends policies and regulations necessary and proper to promote the general welfare of the student body. The vice president of the Student Government Association acts as standing senate president and officiates at senate meetings.

Pembroke Activities Council (PAC)

The Pembroke Activities Council (PAC) is a completely student-led organization that builds community and institutional affinity of campus. PAC works cooperatively with Campus Engagement and Leadership to provide entertainment, activities and special events such as comedians, magicians, bands, movies and much more! The purpose of the Pembroke Activities Council (PAC) is to plan, organize and carry out programs based on the social needs of the campus.

Honorary Organizations

Outstanding students at UNC Pembroke may become members of an honor society that represents their interests, involvement, and/or majors. These honor societies are nationally recognized and are active within the UNCP community.

Co-curricular and Service Activities

The UNCP community encourages students to share their talents by becoming involved in co-curricular activities at the university, which complement the academic programs. Students can engage in clubs and organizations, internships, on-campus employment, service, and other co-curricular activities focused on helping students develop intellectual, social, cultural, emotional, leadership and civic competencies within a diverse and inclusive community. Students can engage in these experiences through a variety of offices designed to support student development.

Religious Organizations

UNC Pembroke religious organizations provide opportunities for spiritual enrichment, social activities, and religious service. They seek to integrate spiritual values, intellectual pursuits, and personal development.

Cultural Programs

There are many opportunities for cultural enrichment at UNC Pembroke.

Student Inclusion and Diversity (OSID) collaborates with student organizations, campus departments and programs to promote intercultural awareness and highlight the diversity of the UNC Pembroke community. Events are held throughout the year, particularly during awareness periods such as American Indian Heritage Month (November), Asian and Asian Pacific Heritage Month (May), Black History Month (February), Caribbean Heritage Month (April), Hispanic Heritage Month (September-October), Irish American Heritage Month (March), Pride (celebrated at UNCP in April), Trans Awareness Week (November) and Women's History Month (March). A sample of the annual events which showcases UNC Pembroke's diversity includes the, Social Justice Symposium, Dr. Martin Luther King Jr. Week, Honoring Native Foodways, Lunar New Year, Hispanic Fall Festival, and the BraveNation Powwow and Gathering. OSID also hosts the Brave Dialogue Series, which features conversations around issues of diversity, equity, inclusion and social justice, and education and training such as Safe Zone Education, which promotes awareness of the LGBTQ+ community. For more information, visit uncp.edu/osid.

Campus Engagement and Leadership presents numerous cultural events including the Distinguished Speaker Series which has hosted Spike Lee, Wes Studi, Micheal Eric Dyson, Dianne Guerrero and more. The office also sponsors a number of trips including UNCP in DC during which students visit the National Museum of African American History and Culture, and the; National Museum of the American Indian.

Student Publications

The Office of Academic Affairs provides administrative oversight for the major student publications including the newspaper, yearbook, and literary magazine. The Office of Student Affairs oversees the student handbook.

The **Student Handbook** is an annual online publication from the Division of Student Affairs designed to familiarize the student body with the purpose of the university, the rules and regulations that govern the student body and, in general, answer the many questions that students have.

Student Services

- [Intercollegiate Athletics](#)
 - [UNCP Dining Service](#)
 - [Parking and Vehicle Registration](#)
-

Intercollegiate Athletics

The University of North Carolina at Pembroke excels in athletics in both men's and women's competition. Recognition is achieved through competition in the Peach Belt Athletic Conference, and the National Collegiate Athletic Association (NCAA Division II). Seven men's sports and nine women's sports give UNC Pembroke recognition at the local, state, and national levels. Men's varsity sports are sponsored in baseball, basketball, cross country, football, indoor and outdoor track and field, and wrestling while women's sports include basketball, softball, volleyball, cross country, indoor and outdoor track and field, golf, soccer, and swimming and diving. In addition to varsity sports, the Athletics Department also provides support to the Spirit Squad (cheer and dance).

The purposes of the intercollegiate athletic program at The University of North Carolina at Pembroke are to promote the roles of athletics in support of the stated mission of the university and to promote the education and development of students through participation in intercollegiate athletics. Such participation is seen as a direct contributor to "changing lives through education," an experience which enhances and enriches the social and physical lives of students. The athletic program encourages broad student involvement and is committed to protecting and developing the physical and educational welfare of the student-athletes who participate as players as well as the students who participate as spectators.

Student-athletes are expected to strive toward becoming effective, contributing members of society, to be positive role models both on campus and in the university community, and to carry out their academic responsibilities as they follow a normal progression toward meeting requirements for a degree.

The Peach Belt Conference begins its twenty-sixth year as an all-sports conference this fall. In 1991, the conference held championships in men's and women's basketball, but now conducts championships in fifteen sports. As a conference, the Peach Belt has been very successful at the national level with thirty-six National Championships. UNC Pembroke has been very competitive in the Peach Belt Conference. UNC Pembroke's history is steeped with a very rich tradition, while the university's programs have seen success at the conference level and have advanced to compete at the national level.

Athletic grants-in-aid, as established by the NCAA, are offered in all of UNCP's intercollegiate sports programs for both men and women upon recommendation of the head coach and approval of the Director of Athletics.

UNCP Dining Service

The UNCP Dining Hall is an all you care to eat facility that provides a variety of restaurant quality dishes seven days a week. The Dining Hall stations include Deli, Entrée, Exhibition Cooking, Grill,

Hibachi, Mindful, Pizza, Salad Bar, Soup, and Vegetarian, as well as an extensive dessert and beverage variety. Campus restaurants include Brave's Place Subs, Café 641 at Livermore Library, Chick-fil-A, Einstein Bros. Bagels, Papa John's Pizza, and Starbucks. In addition, the dining hall grill reopens Monday through Thursday 9:00 p.m. to 11:00 p.m. for Hawk's Burgers delicious selections.

Students residing in a residence hall are required to purchase a residential meal plan from the selections below. All students are initially placed on the 12 Meal Plan but may select another plan from move-in day to the add/drop day for classes each semester.

Unlimited 7: Unlimited meal swipes available to use seven (7) days a week in the dining hall.

Unlimited 7 + \$150 Flex Dollars: Unlimited meal swipes available to use in the dining hall, plus an additional \$150 flex dollars to use throughout the semester.

12 Meals: 12 meal swipes per week into the dining hall, plus an additional \$375 flex dollars to use per semester.

10 Meals: 10 meal swipes per week into the dining hall, plus an additional \$415 flex dollars to use per semester.

Students living in on-campus apartments may purchase one of the above plans or may select a commuter meal plan. Only freshmen residing in on campus apartments are required to have a commuter meal plan. Unused meals expire at the end of each semester. Unused flex dollars roll-over from the fall to spring semester and expire at the end of the academic year. Unused Dining Dollars never expire until a student withdraws or graduates from the university.

50 Meals: 50 meal swipes plus \$300 flex dollars per semester.

25 Meals: 25 meal swipes plus \$150 flex dollars per semester.

\$745 Dining Dollar Plan: \$745 in Dining Dollars which provide a 10% discount in all dining locations except Chick-fil-A. This is only available for sign-up from move-in day to the add/drop day for classes each semester.

Guest passes are additional meal swipes that are included in all meal plans. Guest passes can be used by the student themselves or for a guest. Five guest passes are allowed each semester, but do not roll over from semester to semester.

Meal exchange allows use of a meal swipe at campus retail locations. This is available once per meal period at Braves Place (lunch 11:00 a.m.-4:30 p.m. and dinner 4:30 p.m.-8:00 p.m.) and once per week at other retail locations including Café 641, Chick-fil-A, Einstein Bros. Bagels, Papa John's Pizza, and Starbucks.

Flex dollars offer additional dining variety by allowing food purchases in any campus dining venue.

All meal plans are valid seven days a week in accordance with the university dining calendar. A valid UNCP Braves card is required to be presented at each meal. Braves cards are nontransferable and can only be presented by the owner. If a customer misplaces or loses his/her meal card, a temporary replacement or permanent new card can be obtained from the Braves Card office located in the Auxiliary Services Building.

Parking and Vehicle Registration

UNC Pembroke offers parking for current students, faculty, staff and visitors. Each motor vehicle, including two-wheeled vehicles, driven or parked on campus by students, faculty or staff must be registered with the Traffic Office and must display a valid parking permit. Fees are established annually, and appropriate notification is provided.

North Carolina Senate Bill 627 requires all students to submit proof of motor vehicle insurance prior to purchasing a parking permit. In order to comply with this legislation, students must provide the following: 1) Name of Insurance Company; 2) Policy Number of Insured; and 3) Certification that the insurance meets the minimum needs established by North Carolina: \$30,000 for bodily injury to one person, \$60,000 for bodily injury to two persons or more, \$25,000 for property damage.

All students, faculty and staff members are subject to traffic rules and regulations. It is each individual's responsibility to obtain a copy of the Traffic Rules and Regulations when registering a vehicle. These regulations are strictly enforced by the campus police. Fines must be paid before any records will be released from the university. Conviction of a violation of the traffic laws while operating a vehicle on campus has the same effect on your driver's license as a conviction for the same offense on the public highways. The speed limit on campus is 20 mph, unless otherwise posted, and is enforced.

It is a privilege and not a right for a person to keep or operate a motor vehicle on campus. Each student, faculty or staff member must agree to comply with the traffic rules and regulations before keeping or operating a vehicle at The University of North Carolina at Pembroke. The university reserves the right to withdraw motor vehicle privileges from any person at any time.

All parking fines are due to be paid within three (3) days of the issuance date, unless they are appealed within those three days. If appealed, payment of assessments will not become due until notification of the Traffic Appeal Board to the person being assessed of its decision not to reverse the citation, at which time payment must be made within three (3) days. Information regarding the Traffic Appeal Board is contained in the Traffic Rules and Regulations Handbook.

Reserved Parking: The University of North Carolina at Pembroke has set aside reserved parking spaces located throughout campus for which faculty/staff only may apply when submitting a faculty/staff permit application. These reserved spaces are issued on a yearly basis (August 31 until August 31 of the following year) and are issued on a first request, first issued basis. The permits can be purchased at a cost of \$405.00. **Any vehicle not properly registered for reserved parking areas will be subject to towing.**

Traffic Violations: Violations of traffic laws on the campus of the university (excluding parking violations) are violations of the motor vehicle laws of the State of North Carolina. All moving violations are processed through the state court system. After a citation has been issued, the matter is in the court system and cannot be resolved at the university. Conviction for a violation of the traffic law while operating a vehicle on the campus has the same effect on the driver's license as a conviction for the same offense on the public highway. The speed limit on campus is 20 mph on all public streets and 10 mph in parking areas and is enforced.

Traffic Appeals Board: The Traffic Appeals Board is appointed each year by the chancellor. The board consists of two students, one faculty member and one staff member. The Board has the authority to review violations to determine whether or not a violation has been properly established. The

Board has the authority to void or reduce any citation when a violation of the campus traffic regulations is not shown but does not act as a substitution for public authority when it applies.

The Traffic Office can be reached weekdays at 910.521.6795, or contact the University Police at 910.521.6235.

Student Rights and Responsibilities

- [Code of Conduct](#)
- [Responsibility to Report Criminal Violations and/or Dispositions](#)
- [University Judicial System](#)
- [Student Discipline Records](#)
- [The University of North Carolina at Pembroke Drug and Alcohol Policy](#)

Student Rights and Responsibilities

Every UNCP student is bound by the Student Code of Conduct. Upon enrollment, a student receives no sanctuary from obedience to the law. In addition to federal, state, and local laws that pertain to all citizens, a UNCP student must accept the institutional rules and regulations necessary to accomplish the purposes for which the institution was established. The student does not, however, lose constitutional or legal rights by an act of voluntary enrollment. The University of North Carolina Policy Manual (700.4.1) specifically refers to the important right of a fair hearing and due process. Federal and state statutes and court cases have established certain student rights which are not to be infringed upon, except in situations which are themselves outlined in law and court procedures. For the most updated version of this regulation about rights and responsibilities, please refer to: uncp.edu/pr/reg-113002-student-rights-and-responsibilities-regulation.

Code of Conduct Regulation

Any student whose conduct on or off campus becomes unsatisfactory and is determined to have a detrimental impact on the mission of the university will be subject to appropriate action through the Office of Student Conduct. No student will be permitted to graduate or officially withdraw from the university while disciplinary action is pending against him or her. All students are responsible for conducting themselves in a manner that helps enhance an environment of learning in which the rights, dignity, worth, and freedom of each member of the academic community are respected. All students must report, in writing, any federal, state or local criminal charges and/or dispositions of criminal charges to the Office of Student Conduct. For the most updated version of this regulation, please refer to uncp.edu/pr/reg-113001-student-code-conduct-regulation.

Responsibility to Report Criminal Violations and/or Dispositions

During the student's period of enrollment at The University of North Carolina at Pembroke, should the student be subject to any criminal charge and/or any disposition of a criminal charge, on or off campus, the student must within two (2) business days notify the Office of Student Conduct in writing regarding the nature of the charge/offense and the disposition of the charge if applicable. The student does not have to notify the Office of Student Conduct regarding traffic-related misdemeanors unless the traffic-related misdemeanor involves alcohol or drugs (e.g. the students are not required to report a speeding ticket, but are required to report a Driving Under the Influence (DUI) ticket or Driving While Intoxicated (DWI) ticket). The student's failure to do so will be grounds to deny or withdraw the student's admission, or to dismiss the student after enrollment.

Student Discipline Records

The university maintains for every student who has received any discipline sanctions a written discipline record. The file shall include the nature of the offense, the penalty assessed and any other pertinent information.

Office of Student Conduct discipline files are housed in the Division of Student Affairs for eight (8) years and are then forwarded to the Registrar's Office unless the sanction is suspension or expulsion. Suspension and expulsion files are kept in the Division of Student Affairs indefinitely. Students suspended or expelled for disciplinary infractions will be entered into the suspension/expulsion database at UNC General Administration and will be available to all UNC campuses.

Academic Honor Code violations resulting in conviction will be kept in the Division of Student Affairs for ten (10) years. Pertinent information involving these cases will be transferred to the Registrar's Office immediately after verdict.

Student discipline records are confidential in accordance with federal and state laws. The contents of the student's discipline record may not be revealed to anyone not associated with campus discipline except upon written request of the student or a court-ordered subpoena.

The University of North Carolina at Pembroke Drug and Alcohol Policy

The official Drug and Alcohol Policy can be found online at: uncp.edu/pr/pol-042501-drug-and-alcohol-policy.

History and Structure of the University

UNC History and Leadership

- [History of the University of North Carolina](#)
 - [Board of Governors of the University of North Carolina](#)
 - [Officers of the University of North Carolina](#)
-

History of the University of North Carolina

In North Carolina, all the public educational institutions that grant baccalaureate degrees are part of The University of North Carolina. The University of North Carolina at Pembroke is one of 17 constituent institutions of the multi-campus state university.

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

In 1877, the N.C. General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically Black institutions, and another was founded to educate American Indians. Several were created to prepare teachers for the public schools. Others

had a technological emphasis. One is a training school for performing artists.

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

In 1971, the General Assembly passed legislation bringing into The University of North Carolina the state's ten remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, The University of North Carolina School of the Arts, The University of North Carolina at Pembroke, Western Carolina University, and Winston-Salem State University. This action created a 16-campus University. (In 1985, the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the University, creating the current 17-campus University system.)

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

Each of the 17 constituent institutions is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves ex-officio. (UNC School of the Arts has two additional ex-officio members.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

Board of Governors of the University of North Carolina

Randy Ramsey, Chair

Wendy Floyd Murphy, Vice Chair

Pearl Burris-Floyd, Secretary

M. Lee Barnes

Kellie Hunt Blue

Kirk J. Bradley

C. Philip Byers

Jimmy D. Clark

Carolyn Coward

Joel Ford

John Fraley

Thomas C. Goolsby

Reginald Ronald Holley
James L. Holmes, Jr
Mark Holton
Terry Hutchens
J. Alex Mitchell
Anna Spangler Nelson
Sonja Phillips Nicholas
Raymond Palma
Art Pope
David M. Powers
Lee H. Roberts
Temple Sloan
Michael Williford

Officers of the University of North Carolina

Peter Hans	President
Norma Houston	Chief of Staff
Michael Vollmer	Chief Operating Officer
Kimberly van Noort	Interim Senior Vice President for Academic Affairs and Chief Academic Office
Jennifer Haygood	Senior vice President for Finance and Chief Financial Officer
Andrew P. Kelly	Senior Vice President for Strategy and Policy
Andrew Tripp	Senior Vice President for Legal Affairs and General Counsel
Bart Goodson	Senior Vice President of Government Relations
Thomas Walker	Senior Advisor for Economic Development and Military Affairs
Darryl Bass	Vice President for Human Resources
Andrea Poole	Executive Director, North Carolina State Education Assistance Authority

UNCP Leadership

The University of North Carolina at Pembroke Chief Executives*

G.G. Maughon, Sr., Superintendent (1935-1940)

A.B., Mercer University; M.A., University of Georgia

O.H. Browne, Acting Superintendent (1940-1941); Acting President (1941-1942)

B.S., North Carolina State College; Ph.D., Johns Hopkins University

Ralph D. Wellons, President (1942-1956)

A.B., M.A., Indiana University; Ph.D., Teachers College, Columbia University

Walter J. Gale, President (1956-1962)

B.S., New Jersey State Teachers College; M. Ed., Ed.D., Duke University

English E. Jones, President (1962-1972); Chancellor (1972-1979)

B.S., University of Kentucky; M.S., North Carolina State University; LL.D., Wake Forest University; D.H., Pembroke State University

Paul R. Givens, Chancellor (1979-1989); Chancellor Emeritus (1989-2004)

B.A., M.A., George Peabody College; Ph.D., Vanderbilt University

Joseph B. Oxendine, Chancellor (1989-1999); Chancellor Emeritus (1999-)

B.A., Catawba College; M.Ed., Ed.D., Boston University

Allen C. Meadors, Professor and Chancellor (1999-2009); Chancellor Emeritus (2009-)

B.B.A, University of Central Arkansas; M.B.A., University of Northern Colorado; M.P.A., University of Kansas; M.A., M.A., Webster University; Ph.D., Southern Illinois University; FACHE

Charles R. Jenkins, Interim Chancellor (2009-2010)

B.S., M.A.Ed., East Carolina University; Ed.D., Duke University

Kyle R. Carter, Chancellor (2010-2015)

B.S., Mercer University; M.S., Ph.D., University of Georgia

Robin Gary Cummings, Chancellor (2015-)

B.S., University of North Carolina at Chapel Hill; M.D., Duke University

*This list includes chief executives since the institution became a four-year institution. Prior to 1941, chief executives held the title of principal or superintendent. The title of President was changed to Chancellor beginning July 1, 1972, when the institution, as Pembroke State University, became a constituent institution of The University of North Carolina.

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Kenneth Robinette (2025)

Jesse Thomas (2023)

Taliyah Daniels (2022-2023) SGA President

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Pembroke

Houston, TX

Pinehurst

Lumberton

Lumberton

Rowland

Proctorville

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Chancellor

Robin Gary Cummings, B.S., M.D.

Marsha Pollard, Ph.D.
Steve Varley, B.S., M.B.A.
Gabriel Eszterhas, B.A., M.B.A., CPA
Jeff Howard, B.S., M.A., Ed.D.
Mark Gogal, B.B.A., M.B.A.
Kelvin Jacobs, J.D.
Dick Christy, B.S., M.S.
Chris Maples, B.S., M.Ed.
Ronette Sutton Gerber, M.P.A., J.D.
Carla C. Jacobs, B.S.

Provost and Vice Chancellor for Academic Affairs
Vice Chancellor for Advancement
Vice Chancellor for Finance and Administration
Vice Chancellor for Student Affairs
Chief of Staff
Interim General Counsel
Director of Athletics
Executive Director of External Affairs
Director, Title IX and Clery Act Compliance
Chief Audit Officer

Office of the Chancellor

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Scott C. Billingsley, B.A., M.A., Ph.D.
Polina Chemishanova, B.A., M.A., Ph.D.
Scott C. Billingsley, B.A., M.A., Ph.D.
Lois Hicks Williams, M.S.
Jenna Freeman
Miguel Nino
Mary Beth Locklear
Thomas Hall

Susan Peters, Ph.D.
Elise Dixon, Ph. D.
Derek Oxendine, Ph.D.
Timothy Sampson, B.S.
Deana Johnson, B.A., M.A.
Christina Reeves
Vanessa Hawes
Chunmei Yao, Ph.D.
Scott Hicks, B.A., M.A., Ph.D.
Jessica Collogan
Vacant

Provost and Vice Chancellor for Academic Affairs
Associate Vice Chancellor for Academic Affairs
Interim Associate Vice Chancellor for Planning and Accreditation
Interim Associate Vice Chancellor for Global Engagement
Associate Vice Chancellor for Enrollment Management
Director, Academic Resources
Director, Online Learning
Director, Office for Regional Initiatives
Executive Director and Chairman of the Board, Thomas Family
Center for Entrepreneurship
Director, Entrepreneurship Programs
Director, University Writing Center
Dean, University College
Director, Financial Aid
Director, College Opportunity Program
Registrar
Director, Accessibility Resource Center
Director of Institutional Research
Director, Teaching and Learning Center
Dean, **Library Services**
Assistant Dean for Research Services

Office of Academic Affairs

Vacant
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David W. Young, B.A., M.A., M.L.S.
Richard Gay, B.A., M.A., Ph.D.
Ashely Allen, B.A., M.A., Ph. D.
Joanna Hersey, B.M., M.M., D.M.A.

Mary Ann Jacobs, B.A., M.A.Ed., M.S.W., Ph.D.
Carla Rokes, B.F.A., M.F.A.
Velinda Worix, B.S., M.S., Ph.D.
Sivanadane Mandjiny, B. Tech., M. Tech., Ph.D.
Wendy P. Miller, B.A., M.A., Ph.D.
Martin B. Farley, B.S. M.A. Ph.D.
Jamie Martinez, B.A., M.A., Ph.D.
Jamie Litty, B.A., M.S., Ph.D.
Selvarajah Mohanarajah, B.Sc., M.Sc., Ph.D.

Outreach/Distance Education Librarian
Reference/Instructional Services Librarian
Collection Development/Serials Librarian
Instructional Services/Reference Librarian
Access Services/Reference Librarian
Catalog Librarian
Interim Dean, **College of Arts and Sciences**
Associate Dean, College of Arts and Sciences
Associate Dean of Student Success and Curriculum, College of
Arts and Sciences
Chair, American Indian Studies Department
Chair, Art Department
Chair, Biology Department
Chair, Chemistry and Physics Department
Chair, English, Theatre, and Foreign Languages Department
Chair, Geology and Geography Department
Chair, History Department
Chair, Mass Communication Department
Chair, Mathematics and Computer Science Department

Joseph Van Hassel, B.M., M.M., D.M.A.
David H. Nikkel, B.A., M.Div., Ph.D.
Emily Neff-Sharum, B.A., M.A., Ph.D.
Kelly A. Charlton, B.A., M.A., Ph.D.
John Porter Lillis, B.S., M.S., Ph.D.
Vacant
Eva Skuka, M.D., Ph. D.
Cherry Beasley, M.S., Ph.D, FNP, RN, CNE, FAAN

Camille Reese, Ed.D, MSN, RN
Summer Woodside, B.A., M.S.W., Ph.D.
Mohamed Djerdjouri, B.S., M.S., Ph.D.
Edwin Cliff Mensah, B.Sc., Ph.D.
Rebecca Gonzalez-Ehnes, B.B.A., M.B..A., Ph.D.
Lydia Gan, B.A., M.S., Ph.D.
John E. Spillan, B.A., M.S.W., Ph.D.

Christine Bell, B.S., M.B.A.
Loury Floyd, M.A., M.Ed., Ph.D.
Lisa N. Mitchell, B.A., M.A., Ph.D.
Nicole Stargell, Ph.D. LCMHC, LSC, NCC, BC-TMH
Bryan K. Winters B.S., M.S.A., Ed.D.
Gretchen Robinson, B.S., M.S., Ph.D.
Lt. Col. Carrie Cox
Capt. Christopher Wieczorek
Irene Pittman Aiken, B.S., M.A.Ed., Ph.D.

Christine Bell, B.S., M.B.A.

Teagan E. Decker, B.A., M.A., Ph.D.

Joshua Kalin Busman, B.M., M.A., Ph.D.

Steve Varley, B.S., M.B.A
Brittany Sandefur
Adam Hardin

Alexis Locklear
Austin Thompson
Tina Rodgers
Paris Roebuck
Jessica Bullard
Alexis Rising
BreAnna Branch

Grace Moore

Office of Advancement

Jeffery Howard, B.S., M.A., Ed.D
Art Malloy, M.A.
Christie Poteet, B.A., M.A, Ed.D
Abdul Ghaffar, B.S., M.S.
Meg Dutnell, B.S.. M.A. Ed.D.

Chair, Music Department
Chair, Philosophy and Religion Department
Chair, Political Science and Public Administration Department
Chair, Psychology Department
Chair, Sociology and Criminal Justice Department
Director, Southeast American Indian Studies Program
Dean, **College of Health Sciences**
Associate Dean, College of Health Sciences
Chair, Kinesiology Department
Chair, Nursing Department
Chair, Social Work Department
Dean, **School of Business**
Interim Associate Dean
Chair, Accounting and Finance Department
Chair, Economics and Decision Sciences Department
Chair, Management, Marketing, and International Business
Department
Director, MBA Program
Dean, **School of Education**
Associate Dean
Chair, Counseling Department
Chair, Educational Leadership and Specialties Department
Chair, Inclusive Education Department
Director, Aerospace Studies (Air Force ROTC)
Director, Military Science (Army ROTC)
Dean, **The Graduate School**
Interim Associate Dean
Dean, **Esther G. Maynor Honors College**
Assistant Dean
Vice Chancellor for Advancement
Assistant Vice Chancellor of Development
Assistance Director of Development, Athletics, and Constituent Support
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Assistant Director of Development for the School of Business
Assistant Director of Development for the College of Arts and Sciences
Assistant Director of Development for the College of Health Sciences

Vice Chancellor for Student Affairs
Associate Vice Chancellor for Student Affairs
Associate Dean of Students
Assistant Dean of Students
Director of Student Conduct

Vacant
Vacant
Edward Wittenberg, B.A., M.A.
Kyle Levine, B.F.A., M.Ed.
Bailey Miller, B.A., M.S.Ed.
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Brett Bowers, B.A., M.A.

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Jillian Nerenberg, J.D., M.B.A
April Whittemore Locklear
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Crystal Moore, DNP, FNP-BC, WHNP, APRN
Morgan Faircloth, B.S., MPH

Director of Housing and Residence Life
Associate Director of Residence Life
Associate Director of Housing
Director of Campus Engagement and Leadership
Associate Director for Campus Engagement
Assistant Director of Fraternity and Sorority Life
Director of Community and Civic Engagement
Associate Director for Service-Learning
Assistant Director for Student Engagement
Assistant Director for Community Engagement
Director of Campus Recreation
Assistant Director of Competitive Sports
Assistant Director, Facilities
Assistant Director of Aquatics
Assistant Director of Fitness
Director of Counseling and Psychological Services
Associate Director, Clinical Coordinator/Training Coordinator
Director of Career Center
Associate Director for Experiential Learning
Assistant Director of Career Counseling
Assistant Director of Employee Relations
Director of Office for Student Inclusion and Diversity
Assistant Director of Inclusive Education
Director of Student Health Services
Assistant Director for Health Promotions

Faculty

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Faculty Senate

Abigail Mann, B.A., M.A., Ph.D. - Chair of the Faculty Senate

Joseph Van Hassel, B.M., M.M., D.M.A. - Secretary of the Faculty Senate

The Faculty Senate is the primary vehicle of faculty governance at UNC Pembroke. The Faculty Senate is an organization of faculty members who have been elected by the Faculty at large, or by the Faculty of one of the divisions: Arts, Education, Letters, Natural Science and Mathematics, and Social and Behavioral Sciences. The Faculty Senate is organized into three standing committees. These are the Faculty and Institutional Affairs Committee, the Student Affairs Committee, and the Academic Affairs Committee. Each committee also has subcommittees. Membership on the subcommittees is not limited to members of the Senate, but is open to all faculty members. The Faculty, through the Senate, is involved in the governance of the total University and is the principal academic policy-making body of the University.

The Faculty

The listing that follows includes full-time members of the faculty, administrative officers who hold faculty

and/or who teach, faculty in phased retirement, and emeritus and retired faculty in special adjunct role date indicated is the year of initial appointment. Emeritus faculty and retired faculty are listed separately

Gaye Acikdilli (2018), Assistant Professor, Department of Management, Marketing, and International Business

B.A., Baskent University; M.B.A., Baskent University; Ph.D., Ankara University
Nikki Agee (2017), Assistant Professor, Department of English, Theatre, and Foreign Languages

B.A., University of Texas-Austin; M.A., Ph.D., University of Texas-El Paso
Irene Pittman Aiken (1994), Professor, Department of Teacher Education; Dean, The Graduate School

B.S., University of North Carolina at Chapel Hill; M.A.Ed., University of North Carolina at Pembroke
University of North Carolina at Chapel Hill
Whitney Akers (2017), Assistant Professor, Department of Counseling

B.A., University of North Carolina at Chapel Hill; M.S./Ed.S., Ph.D., University of North Carolina at Greensboro
William G. Albrecht (2002), Associate Professor, Department of Political Science and Public Administration

B.S.B.A., Ferrum College; M.B.A., Western Carolina University; Ph.D., Southern University
Michael C. Alewine (2003), Associate Librarian, Reference and Instruction Librarian, Library Services

B.A., University of North Carolina at Wilmington; M.L.S., North Carolina Central University; M.S., Carolina University
Ashley Allen (2014), Assistant Professor, Department of Psychology

B.A., Wake Forest University; M.A., Ph.D., Duke University
Timothy M. Altman (1999), Professor, Department of Music

B.A., Virginia Polytechnic Institute and State University; MME, University of Wisconsin-Whitewater
University of Kentucky
Gary L. Anderson, Jr. (2015), Assistant Professor, Department of Political Science and Public Administration

B.A., Creighton University; M.P.A., Ph.D., University of Nebraska
Hannah Baggott Anderson (2014), Lecturer, Department of English, Theatre, and Foreign Languages

B.A., Belmont University; M.F.A., Oregon State University
Ryan K. Anderson (2007), Professor, Department of History

B.A., Florida State University; M.A., University of North Carolina at Wilmington; Ph.D., Purdue University
Lars Andersson (2001), Lecturer, Department of Kinesiology; Head Women's Soccer Coach

B.S., Cumberland College; M.A., Union College
Nick Arena (2012), Senior Lecturer, Department of Management, Marketing, and International Business

B.A., Villanova University; M.B.A., University of North Carolina
Robert Arndt (2002), Associate Librarian, Director of Reference/Instructional Services, Library Services

B.A., Lenoir-Rhyne College; M.A., University of North Carolina at Charlotte; M.F.A., M.L.S., University of South Carolina
Larry Arnold (1990), Professor, Department of Music

B.M., University of Nebraska at Omaha; M.M., University of Wisconsin-Madison; Ph.D., University of Wisconsin-Madison
Mary C. Ash (2008), Lecturer, Department of Biology

B.S., North Carolina State University; M.A., Gardner-Webb University
Mohammad Ashraf (1999), Professor, Department of Economics and Decision Sciences

B.S., M.A., Ph.D., Northern Illinois University
Victor Bahhouth (2006), Professor, Department of Accounting and Finance

B.B.A., Lebanese University; M.S., Lebanese American University; D.B.A., University of Newcastle
Tyne
Ben A. Bahr (2009), William C. Friday Distinguished Professor, Department of Biology

B.A., B.A., Ph.D., University of California at Santa Barbara
Emilia Bak (2015), Assistant Professor, Department of Mass Communication

B.A., M.A., Ph.D., University of Georgia, Athens
Tina Barr (2018), Instructor, Department of Social Work

B.A., University of Virginia; M.S.W., Virginia Commonwealth University, Ph.D., University of Minnesota
Cherry Maynor Beasley (1992), Anne R. Belk Endowed Professor and Chair, Department of Nursing

B.S.N., University of Michigan; M.S., University of North Carolina at Chapel Hill; Ph.D., East Carolina
University
Charles E. Beem (2003), Professor, Department of History

B.A., California State University, Northridge; M.A., Northern Arizona University; Ph.D., University of
Arizona
Joseph Begnaud (2012), Associate Professor, Department of Art

B.F.A., University of Dayton; M.F.A., Indiana University, Bloomington
Donald E. Beken (1989), Associate Professor, Department of Mathematics and Computer Science

B.S.E.E., Valparaiso Technical Institute; B.S., Kent State University; A.M., West Virginia University
University of Mississippi
Christine Bell (2015), Lecturer, Department of Management, Marketing, and International Business; Director of MBA Program

B.S., East Carolina University; M.B.A., Coastal Carolina University
Brittany D. Bennett (2013), Lecturer, Department of Kinesiology; Head Women's Softball Coach

B.S., M.S., Southern Arkansas University
Michael J. Berntsen (2012), Associate Professor, Department of English, Theatre, and Foreign Languages

B.A., Rowan University; M.A., Ph.D., University of Louisiana at Lafayette
Yawo Bessa (2016), Assistant Professor, Department of Sociology and Criminal Justice

Maîtrise, Université de Lomé, Togo; M.A., Ph.D., University of North Texas
Scott C. Billingsley (2003), Professor, Department of History; Associate Provost

B.A., David Lipscomb University; M.A., Middle Tennessee State University; Ph.D., Auburn University
Michael Blackburn (2009), Lecturer, Department of Kinesiology; Head Athletic Trainer for Catton Fieldhouse

B.S., Winona State University; M.A., East Tennessee State University
Kelly Blackmon-Moran (2017), Clinical Assistant Professor, Department of Nursing

B.S.N., East Carolina University; M.S.N., University of Phoenix
Juan Bobadilla (2018), Lecturer, Department of English, Theatre, and Foreign Languages

B.A., Methodist University; M.S., Nova Southeastern University
Jeff Boles (2019), Lecturer, Department of Management, Marketing, and International Business; Assistant Director of MBA Program

B.S., The State University of New York, College at Cortland; M.A., The University of North Carolina
Chapel Hill; M.B.A., The University of North Carolina at Pembroke; Ph.D., Texas Woman's University
Dorea Bonneau (2007), Associate Professor, Department of Educational Leadership and Specialties

B.S., College of Charleston; M.Ed., The Citadel; Ed.D., University of South Carolina
William D. Brandon (2007), Professor, Department of Chemistry and Physics

B.A., Ph.D., University of Tennessee
Latoya Brewer (2016), Lecturer, Department of Mathematics and Computer Science

B.S., M.A., University of North Carolina at Pembroke
Corey Brittain (2019), Lecturer, Department of English, Theatre, and Foreign Languages

B.A., Albion College; M.F.A., University of Connecticut
Anna Bryan (2016), Clinical Assistant Professor, Department of Nursing
B.S.N., M.S.N., University of North Carolina at Pembroke
Dena D. Breece (2020), Assistant Professor, Department of Accounting and Finance

B.S.A., Methodist College, M.B.A., Campbell University, Ph.D. Trident University International
Melissa Buice (2017), Assistant Professor, Department of Political Science and Public Administration

B.S., Lambuth University; M.A., Ph.D. University of Tennessee
Rebecca Bullard-Dillard (2013), Professor, Department of Chemistry and Physics

B.S., North Carolina State University; Ph.D., University of South Carolina
Kirill Bumin (2010), Associate Professor, Department of Political Science and Public Administration

B.A., High Point University; M.A., Ph.D., University of Kentucky
Tara M. Busch (2019), Assistant Professor, Department of Psychology

B.S., University of Wisconsin - Eau Claire; M.A., Ph.D., New Mexico State University
Prashanth R BusiReddyGari (2021), Assistant Professor, Department of Mathematics and Computer Science

B.S., Visvesvaraya Technological University; M.S., Ph.D., Oklahoma State University
Joshua Kalin Busman (2015), Assistant Professor, Department of Music

B.M., Middle Tennessee State University, M.A., Ph.D., University of North Carolina at Chapel Hill
Kaitlin Campbell (2016), Assistant Professor, Department of Biology

B.S., M.S., The Ohio State University; Ph.D., Miami University
Gwenyth Campen (2006), Lecturer, Department of Mathematics and Computer Science

B.S., M.S., University of Tennessee
Lena Cavusoglu, Assistant Professor, Department of Management, Marketing, and International Business

B.A., Izmir University of Economics; M., Strategic Design, Politecnico di Milano; M., International
Georgia State University; Ph.D., Business Administration, Izmir University of Economics
Ki Chae (2013), Associate Professor, Department of Counseling

B.A., Chung-Ang University; M.A., Liberty University; Ph.D., The College of William and Mary
Youngsuk Chae (2007), Professor, Department of English, Theatre, and Foreign Languages

B.A., M.A., Kyung Hee University; M.A., Indiana State University; Ph.D., Pennsylvania State University
Kelly Ann Charlton (2000), Associate Professor and Chair, Department of Psychology

B.A., M.A., California State University (Stanislaus); Ph.D., University of Missouri-Columbia
Jefferson B. Chaumba (2013), Associate Professor, Department of Geology and Geography

B.S., University of Zimbabwe; B.S. Honors, University of the Witwatersrand; M.S., University of
M.S., West Virginia University; Ph.D., University of Georgia
Josphine Chaumba (2014), Associate Professor, Department of Social Work

B.S.W., University of Zimbabwe; M.S.W., Ph.D., University of Georgia
Polina Chemishanova (2010), Associate Professor, Department of English, Theatre, and Foreign Languages; Director of Comp

B.A., University of Plovdiv; M.A., Oklahoma State University; Ph.D., New Mexico State University

Danielle Chilcote (2017), Assistant Professor, Department of English, Theatre, and Foreign Languages

B.A., Pennsylvania State University; M.A., Ph.D., Texas A&M University-Commerce
Chiuchu (Melody) Chuang (2010), Associate Professor, Department of Educational Leadership and Specialties

B.B.A., National Taiwan University; M.Ed., Ph.D., University of Texas at Austin
Serina Cinnamon (2015), Assistant Professor, Department of History

B.A., Northwestern University; M.S., Ph.D., Southern Illinois University
Jowana Clinkscales (2017), Assistant Professor, Department of Nursing

B.S.N., University of the Virgin Islands; M.S.N., Walden University; D.N.P., Grand Canyon University
Aaron Cole (2017), Lecturer, Department of English, Theatre, and Foreign Languages

B.S., B.A., M.A. Western Carolina University
Annie H. Coleman (2002), Associate Librarian and Assistant Dean for Research Services, Library Services

B.A., Shaw University; M.L.I.S., University of South Carolina
William Collier (2002), Associate Professor, Department of Psychology

B.S., Oklahoma Christian University; M.A., University of Central Oklahoma; M.S., Ph.D., Texas Christian University
Jessica Conner-Strunk (2020), Lecturer, Department of Mathematics and Computer Science

B.A., M.S., Southern Illinois University
Tracy Cooper (2015), Assistant Professor, Department of Political Science and Public Administration

B.A., James Madison University; M.A., American University; Ph.D., Virginia Polytechnic Institute
Clejetter Cousins (2018), Instructor, Department of Mass Communication

B.A., M.A., East Carolina University
Johnny Cox (2014), Lecturer, Department of Kinesiology; Associate Head Football Coach

B.A., Fort Lewis College; M.A., University of Texas
William "Rick" Crandall (2003), Professor, Department of Management, Marketing, and International Business

B.S., Florida State University; M.B.A., Ph.D., University of Memphis
Roger Cross (2016), Associate Librarian, Director of Technical Services, Library Services

B.A., George Fox University; M.A., Portland State University; M.L.S., State University of New York
Judith Curtis (2002), Associate Professor, Department of Mass Communication

B.A., Pennsylvania State University; M.A., Hood College; Ph.D., Union Institute and University
Jose J. D'Arruda (1974), Pembroke Professor, Department of Chemistry and Physics

B.S., Lowell Technological Institute; M.S., Ph.D., University of Delaware
Joseph Davis (2016), Clinical Instructor, Department of Social Work

B.S.W., University of North Carolina at Wilmington; M.S.W., East Carolina University
Teagan E. Decker (2007), Professor, Department of English, Theatre, and Foreign Languages; Interim Dean, Maynor Honors College

B.A., M.A., Humboldt State University; Ph.D., University of Washington
Katie DeFiglio (2017), Lecturer, Department of Music

B.M., State University of New York at Potsdam; M.M., University of Miami; D.M.A., Shenandoah Conservatory
Elise Dixon (2020), Assistant Professor, Department of English, Theatre, and Foreign Languages; Director of University Writing Center

B.A., Whitworth University; M.A. Ohio University; Ph.D. Michigan State University

Terence Dollard (2008), Professor, Department of Mass Communication

B.F.A., New York Institute of Technology; M.F.A., Brooklyn College

Thomas A. Dooling (1996), Professor, Department of Chemistry and Physics

B.S., M.S., Ph.D., Old Dominion University

Jonathan W. Drahos (2014), Associate Professor, Department of English, Theatre, and Foreign Languages; Director of Theatre

B.A., California State University at Long Beach; M.F.A., University of Missouri, Kansas City; Ph.D.

University of Birmingham (U.K.)

David Dran (2005), Associate Professor, Department of Social Work

B.A., University of Notre Dame; M.A., California State University, Northridge; M.S., University of

California; M.S.W., Ph.D., Arizona State University

Timothy Driscoll (2018), Lecturer, Department of Health and Health Performance; Assistant Football Coach

B.S., North Dakota State University; M.Ed., North Dakota State University

Kennard DuBose (2020), Assistant Professor, Department of Social Work

B.A., Allen University; M.S.W., University of South Carolina; D.S.W., Capella University

Jessica Dupuis (2017), Assistant Professor, Department of Art

B.F.A., Alfred University; M.F.A., University of North Carolina, Chapel Hill

Kendra Eaton (2017), Lecturer, Department of Kinesiology; Assistant Women's Basketball Coach

B.S., Western Carolina University; M.S., University of Central Missouri

Dennis Edgell (1996), Associate Professor, Department of Geology and Geography

B.S., M.A., Ph.D., Kent State University

Susan C. Edkins (1991), Senior Lecturer, Department of Kinesiology; Athletic Training Coordinator

B.A., University of North Carolina at Chapel Hill; M.S., University of Oregon; EDD, UNC Greensboro

Melissa R. Edwards (2011), Lecturer, Department of Mathematics and Computer Science

B.S., M.A., University of North Carolina at Pembroke

Sherry Edwards (1998), Professor, Department of Social Work

B.S.W., Arkansas State University; M.S.W., Florida State University; Ph.D., University of South Carolina

Calvina Ellerbe (2012), Associate Professor, Department of Sociology and Criminal Justice

B.A., Georgia Southern University; M.A., University of Wisconsin-Madison; Ph.D., University of Wisconsin

Madison

Robert Epps (2016), Martha Beach Endowed Chair in Art, Department of Art

B.M.E., University of North Carolina at Greensboro; M.F.A., Savannah College of Art and Design

Kelly Evans (2018), Clinical Assistant Professor, Department of Nursing

B.S.N., East Carolina University; M.S.N., University of North Carolina at Wilmington; D.N.P., Duke

University

Irina Falls (2006), Associate Professor, Department of Educational Leadership and Specialties

M.A., University of Bucharest; Ph.D., University of North Carolina at Chapel Hill

Linda Falls (2004), Lecturer, Department of Mathematics and Computer Science

B.S., M.A., University of North Carolina at Pembroke

Martin B. Farley (2001), Professor and Chair, Department of Geology and Geography

B.S., Ph.D., The Pennsylvania State University; M.A., Indiana University

Michele Fazio (2009), Professor, Department of English, Theatre, and Foreign Languages

B.A., Bridgewater State College; M.A., University of Massachusetts at Boston; Ph.D., State University of New York-Stony Brook

Laura Fenton - (2020) Lecturer, Department of Kinesiology

B.S., M.A. Union College

Kelly Ficklin (2009), Assistant Professor, Department of Teacher Education

B.A., St. Andrew's Presbyterian College; M.Ed., M.S.A., University of North Carolina at Pembroke; Ed.D., University of North Carolina at Wilmington

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