

UNIVERSITY of NORTH CAROLINA
PEMBROKE

Vol. LI **2013-2014 Catalog** Summer 2013

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 describes our student organizations and other activities on the campus, lists courses and programs by department, and contains the name, rank, and educational background of each full-time faculty member.

PHONE NUMBERS (Campus Switchboard)(910) 521-6000

Academic Records and Transcripts..... 521-6788
Admissions..... 521-6262
Bookstore 521-6222
Career Center..... 521-6270
Center for Academic Excellence 521-6625
College of Arts and Sciences..... 521-6198
Counseling and Psychological Services 521-6202
Distance Education 521-6367
Division of Information Technology 521-6260
Financial Aid (Scholarships, Grants, Loans, Work-Study) 521-6255
Graduate Program in Public Administration 521-6637
Graduate Programs in Education 521-6221
Housing and Residence Life 775-4253
Police and Public Safety 521-6235
Registration 521-6298
School of Business 521-6214
School of Education 521-6221
School of Graduate Studies 521-6271
Student Affairs 521-6226
Student Life 521-6207
Summer School 521-6224
Tuition, Fees, and Student Accounts 521-6329
University Center 521-6584

For additional phone numbers and Web addresses, visit www.uncp.edu/

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, 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.

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

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. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of The University of North Carolina at Pembroke.

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

This Catalog was prepared by the UNC Pembroke Offices of Academic Affairs and University Communications and Marketing: Sara Oswald, Editor. Pages were prepared using Adobe InDesign CS5. Text is set in Adobe Garamond Pro, headings in Myriad Pro.

2,550 copies of the print version of this catalog were produced by the UNC Pembroke Office of University Communications and Marketing at an approximate cost of \$6.17 per copy.

CONTENTS

The University of North Carolina at Pembroke: General Information

Mission Statement, History of the University, Campus.....	5
Academic Calendar.....	9
Academic Services and Facilities.....	11

Undergraduate Academic Programs

Baccalaureate Degrees.....	21
Academic Enrichment Courses.....	24
General Education Program.....	26
The Writing Intensive Program.....	34
Esther G. Maynor Honors College.....	37
Bachelor of Interdisciplinary Studies Program.....	40
Teacher Education Programs.....	49
Special and Interdisciplinary Programs.....	50
Health Professions Programs.....	58

Academic Policies

Requirements for Graduation.....	59
Academic Procedures and Policies.....	61

Undergraduate Admissions 74

Finances for Undergraduate Programs

Expenses.....	83
Financial Aid, Scholarships, Awards, Grants, and Loans.....	89
Policy on Financial Aid Eligibility.....	92

Student Affairs

Student Affairs Departments.....	95
Student Life.....	100
Student Services.....	101
Student Rights and Responsibilities.....	103

College of Arts and Sciences 117

American Indian Studies.....	118
Art.....	122
Biology.....	133
Chemistry and Physics.....	145
English, Theatre, and Foreign Languages.....	156
Geology and Geography.....	179
History.....	186
Mass Communication.....	198
Mathematics and Computer Science.....	205
Music.....	219
Nursing.....	235
Philosophy and Religion.....	244
Political Science and Public Administration.....	253
Psychology.....	262
Social Work.....	267
Sociology and Criminal Justice.....	273

School of Business	287
Accounting and Information Technology.....	289
Economics, Finance, and Decision Sciences.....	293
Management, Marketing, and International Business	301
Entrepreneurship Programs	308
School of Education	310
Teacher Education Program.....	311
Elementary Education	346
Educational Specialties.....	350
Professional Pedagogy and Research.....	361
School Administration and Counseling	367
Health, Physical Education, and Recreation.....	368
Aerospace Studies (Air Force ROTC).....	384
Military Science (Army ROTC).....	387
School of Graduate Studies	390
Program Offerings, Admissions, Policies and Procedures.....	391
Art Education (M.A.)	406
English Education (M.A.).....	409
Mathematics Education (M.A.)	416
Music Education (M.A.).....	421
Physical Education (M.A.).....	426
Science Education (M.A.).....	429
Social Studies Education (M.A.)	436
Education and Counseling (M.A.Ed.).....	441
Teaching (M.A.T.)	463
Business Administration (M.B.A.)	473
Public Administration (M.P.A.)	480
School Administration (M.S.A.)	490
Nursing (M.S.N.)	493
Social Work (M.S.W.).....	503
Appendix A:	
The University of North Carolina: History and Leadership.....	509
UNC Pembroke Officers and Administrators.....	512
UNC Pembroke Faculty	516
Appendix B:	
Scholarships and Awards.....	542
Index	592
Campus Map	595



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 transform lives through education.

As you review our academic catalog, you will find 41 undergraduate and 18 graduate degree programs designed to provide students with a high-quality education at a very affordable price. 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 that 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 that reads "Kyle R. Carter". The signature is written in a cursive style with a large initial "K" and a long, sweeping underline.

Kyle R. Carter
Chancellor

THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

MISSION, VISION, CORE VALUES, AND DISTINCTIVENESS OF THE UNIVERSITY	5
HISTORY OF THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE.....	6
THE CAMPUS	7
ACADEMIC CALENDAR.....	9
ACADEMIC SERVICES AND FACILITIES	11

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, at the graduate and undergraduate levels, 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.

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 through distance learning, including the Internet.

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 Odom Street, which runs north from NC 711. Lumbee Hall (1995) houses the Chancellor’s Office and the Offices of Academic Affairs, Business Affairs, and Student Affairs, as well as Enrollment Planning and Recruitment, Undergraduate Admissions, Registrar, Financial Aid, Controller, Student Accounts, Institutional Effectiveness, Human Resources and General Counsel.

On the north end of campus are 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 Soccer Field (2006); co-educational residential facilities: University Courtyard Apartments (2001), University Village Apartments (2003), and Cypress Hall (2011); the Health Sciences Building (2012), 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; and 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, a lecture theatre, and the English Resource Center. The north end of campus is also home to athletic facilities: Lumberton Radiological Associates (LRA) Field (softball); Sammy and Onita Cox Field (baseball); the tennis courts; and the Intramural Field (2002).

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, Physical Education, and Recreation 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 University Center (1987, 2003), named for the former Vice Chancellor of Student Affairs, the first floor houses the Information Booth, dining hall, Bert’s, Chancellor’s and Faculty dining rooms, snack bar, bowling alley, TV/games areas, the Hawk’s Nest recreation center, a 24-hour computer lab and student lounge; on the second floor are Counseling and Psychological Services, the Career Center, and the offices of Student Involvement and Leadership, Greek Life, Intramurals/Campus Recreation, and Student Government. 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 Housing and Residence Life, the *Indianhead* yearbook, and *The Aurochs* literary magazine.

Other facilities located in central campus, across Odom Street, are Carter Hall (2008), which

houses the Division of Information Technology, and Lindsay Hall (2011), home to the offices of Advancement, Alumni Relations, University Communications and Marketing, the School of Graduate Studies, and Sponsored Research and Programs. 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).

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, the Teaching Fellows Program, and curriculum and computer labs for Education majors. West Hall (1965) houses additional office space.

Most residence halls are located near the center of campus. In addition to Pine Hall (2000) and Oak Hall (2007), there are two women's residence halls, Mary Irwin Belk Hall (1970) and North Hall (1972).

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 the College Opportunity Program, Disability Support Services, the DoIT Help Desk, the University Writing Center, the Center for Academic Excellence, the Advising Center, 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 Community and Civic Engagement, Student Support Services, and other offices, while Wellons Hall (1965), named for former university President Ralph D. Wellons, houses 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 offices of Multicultural and Minority Affairs as well as broadcasting studios (WNCP-TV), WNCP radio, and the Museum of the Native American Resource Center. On the second floor are the offices of the departments of American Indian Studies, Geology and Geography, and Mass Communication 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, 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 Student Health Services (1967, 2003), which provides health care and health educational services; Hickory Hall (1965, 1987), home of the College of Arts and Sciences and the Esther G. Maynor Honors College; and the Chancellor's Residence (1952, 1999).

The southwestern corner of campus contains the West Office Building (2001), which houses the Office of Distance Education; adjacent to it are the Dogwood Building (2004), which houses the Thomas Family Center for Entrepreneurship; the International House (2006), home of the Office of International Programs; and Magnolia House (2008), home of Aerospace Studies and Military Science.

The Regional Center (2004) is located off campus, about three miles east of Pembroke on NC 711, at the Carolina Commerce and Technology Center (COMTech).

ACADEMIC SERVICES AND FACILITIES

Summer School

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

Through many curricular and extra-curricular 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.

Distance Education

With funding from the North Carolina Legislature, The University of North Carolina implemented distance education in 1999 as a method of providing statewide educational access through alternative program delivery methods to place-bound, non-traditional students. Consistent with The University of North Carolina at Pembroke's credo to encourage and promote "the pursuit of education as a lifelong experience so that its graduates will be equipped to meet the challenges of the twenty-first century," the Office of Distance Education functions primarily as a portal that provides the administrative support framework for various academic departments participating in exporting their courses and degree programs across the state and beyond. Programs designed for distance education delivery are offered through face-to-face, interactive video, online, and hybrid formats. Distance Education at UNCP is a dynamic program that seeks to meet the workforce needs of North Carolinians.

Off-Campus Sites: Through the Office of Distance Education, UNC Pembroke provides opportunities for place-bound, non-traditional students to participate in several degree programs (undergraduate and graduate) at a variety of off-campus sites across the Southeast region of North Carolina, including Sandhills Community College in Pinehurst, Richmond Community College in Hamlet, Fayetteville Technical Community College in Fayetteville, Cape Fear Community College in Wilmington, and Fort Bragg Military Installation in Fayetteville. At these remote locations, students can take courses and complete their degree programs without having to come to the main campus.

Online Programs: The Office of Distance Education coordinates and supports the development, authorization, and implementation of online degree programs. Internet-based programs include the B. S. in Business Administration with a concentration in Management and the B.A. in Criminal Justice. At the graduate level, the Master of Public Administration (MPA) is available in an online format. Several stand-alone courses in the School of Education, the School of Business, and the College of Arts and Sciences are also delivered fully or partially online to fulfill varying student needs. Specific information about online courses and programs may be obtained by contacting the Office of Distance Education or the appropriate academic department. The Office of Distance Education collaborates with the Southern Regional Education Board (SREB) Electronic Campus by posting UNC Pembroke's online courses and programs on the Electronic Campus dashboard each semester for participation by e-learners from SREB states.

Quality Assurance in Distance Education Courses: The academic integrity of UNC Pem-

broke's distance education programs is assured, in part, by insisting that regular faculty teach a significant number of the courses. Further, the full-time faculty who teach distance education courses are supplemented by a cadre of well-qualified and properly credentialed adjunct faculty. With the launch of UNC Online in 2008, the Online Quality Council was formed with the mandate of making ongoing recommendations for quality assurance in online programs at all 17 constituent campuses of The University of North Carolina. UNC Pembroke is represented on the council. The Office of Distance Education works with the Teaching and Learning Center, DoIT, and the Library to provide the requisite training for faculty who teach online or in the interactive video classroom. Additionally, one-on-one support is also provided for instructors who develop courses for online delivery.

Support Services: Working in conjunction with various student support services, the Office of Distance Education assures that online and off-campus students are seamlessly linked to critical learning resources and services. A full-time distance education staff is available at each of the major Distance Education sites to respond to student inquiries, assist with registration for classes, schedule instructional space, proctor exams for off-campus and online classes, and arrange instructional resources for faculty. Additionally, the Office of Distance Education provides orientation for new online students as well as maintaining equipment at off-site interactive video classrooms.

Library Services: The Mary Livermore Library is committed to supporting the teaching, learning, and research needs of students enrolled in off-campus or online courses. The Outreach/Distance Education Librarian provides dedicated reference and instructional services, expedited document delivery, and in-depth research consultation 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. In order 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 each semester, but, if assistance is needed, students can contact Circulation staff at 910.521.6516 or circ@uncp.edu. Library collections include approximately 400,000 print volumes, 150,000 e-Books, and 65,000 subscriptions to print and electronic serials. Access is also provided to more than 128 electronic databases.

Lateral Entry Teacher Certification Support: UNC Pembroke's School of Education supports lateral entry teacher education candidates who take courses to complete state licensure requirements. As mandated by the UNC Tomorrow Commission in 2007, "UNC should increase access to its educational programs—including academic courses, degree programs at all levels, and certificate programs—for traditional students, non-traditional students, and lifelong learners" (UNC Tomorrow Recommendation 4.2.1). The Lateral Entry Teacher Education Certification program is certainly one of the creative ways in which UNC Pembroke is contributing to workforce development.

Mary Livermore and Other Library Services

Named for a former UNCP Dean of Women and Professor of Religious Education, the Mary Livermore Library serves as the chief information resource center for the Pembroke campus, local communities, other libraries within The University of North Carolina system, and the world. The Library has approximately 400,000 print volumes, 150,000 e-Books, and 65,000 periodical subscriptions (print and electronic). Access is also provided to more than 128 electronic databases. The Special Collections/Archives area houses unique and valuable historical resources, including an extensive collection of materials on the Lumbee Indians, whose tribal home is Pembroke, NC. The Library also serves as a depository for selected state and federal documents and houses local history materials.

Library patrons are offered services which include assistance with reference, database searching, interlibrary loan, orientation tours, and library use instruction. Resources available to patrons include print and audiovisual materials for research and recreation; print and on-line serials; electronic databases; a computerized catalog; Internet access; computers, scanners, copiers, and microform readers/printers; large- and small-group study facilities; a computer laboratory; an electronic classroom; and multimedia equipment, including a TTY telephone and a Sorenson Video Relay Service (SVRS) station for speech-impaired, hard-of-hearing, or deaf individuals.

The resources are available to patrons 106 hours a week during academic sessions, with extended hours during fall and spring exam periods and a reduced schedule during summer, holidays, and between sessions. Electronic resources can be accessed 24/7 via the Library's website. Detailed information concerning services and hours is available by phone at the Circulation Desk (910.521.6516) or at the Reference Desk (910.521.6656). Patrons needing reference assistance may stop by the Reference Desk; send a question via email at refdesk@uncp.edu or the Ask-A-Librarian web form; or send an instant message or a text message.

Specialized Resource Centers, housing library materials appropriate for particular programs and departments, are found in several locations on campus. In the Educational Center, the School of Education maintains a Curriculum Laboratory and a Test Review Resource Center. The Music Resource Center, located on the first floor of Moore Hall, is a multi-purpose facility that serves the needs of both music students and faculty. This center houses recordings, scores, and listening facilities. The holdings of the Curriculum Laboratory and the Music Resource Center can be searched through BraveCat, the Mary Livermore Library's online catalog.

Division of Information Technology (DoIT)

The Division of Information Technology maintains the cyber-infrastructure necessary for the University to fulfill its mission of teaching, research, and service. By providing and managing campus networks—both wired and wireless—as well as Internet connectivity, telephone services, and technology infrastructure, DoIT provides the resources that UNCP's faculty, staff, and students rely on to do their work. Applications, servers, electronic file storage, teaching technologies, extensive wired and wireless networking, and Internet access are available throughout campus for the benefit of the University community.

High speed connectivity to the Internet and access to broadband research networks is possible through DoIT's agreement with the North Carolina Research and Education Network. This network access is provided in all academic buildings, and most residence halls have wireless access capability. In addition to information technology and computer services, DoIT manages the campus telephone services by using digital network telephony technologies (VoIP) with multiple connections to telephone service providers.

DoIT has designed and manages the campus's administrative computing infrastructure with dual data centers to ensure reliability of services. With this set-up, even if one data center fails, UNCP faculty, staff, and students continue to have access to vital applications. Advanced and energy-efficient technologies, including virtual server technologies, are used extensively; in addition, DoIT maintains a state-of-the-art Metrocluster Storage Area Network (one of few in North Carolina) that provides high speed, secure, and reliable digital storage to the University community.

A large part of DoIT's own mission is its commitment to clients. The Client Services area of DoIT provides user support for anyone on campus struggling with campus technologies by answering questions about both hardware and software. In addition to this targeted support, Client Services provides traditional and computer-based technology training resources, as well as individual tutoring sessions. Training topics include various software packages and, most importantly, computer security and appropriate use of digital resources. DoIT's Helpdesk is available for extended hours Monday through Thursday and limited hours Friday through Sunday by contacting the DoIT Helpdesk in person or calling (910) 521-6260 or e-mailing helpdesk@uncp.edu.

Academic Computing Resources

UNC Pembroke recognizes the importance of and promotes computer literacy among students, faculty, and staff. Although no specific computer courses are required, UNCP students have many opportunities to gain computer proficiency. Freshman Seminar classes include sections on computing, and in freshman composition classes, students use word processing software for writing papers. All teacher education programs require that future teachers have basic computer skills, and students majoring in business administration are required to take BUS 1090, Business Uses of the Computer. Additionally, many departments expect students to use computer software in some courses. To im-

prove computer literacy and proficiency among the entire University community, DoIT offers free training to students, faculty, and staff throughout the year. Helpful information concerning appropriate use of digital resources including copyright issues related to peer-to-peer file sharing is available on the DoIT Website at <http://www.uncp.edu/doit>.

Students' proficiency with technology requires easy access to computer resources. Each classroom building houses one or more computer facilities that are available during normal business hours. In addition, the Chavis University Center computer lab is available for extended hours; the Mary Livermore Library computer cluster is open daily as well as during the evening hours and on weekends, and computer labs in Cypress, Pine, and Oak Residence Halls are available to their residents at any time; other UNCP students may use those labs during the hours that personnel are staffing the facility.

DoIT promotes computer proficiency at UNCP by providing the entire University community with a choice of hardware, operating systems, and applications in classrooms, computer labs, offices, and living quarters. PCs can be found across campus; labs with Macintosh computers are located in Mary Livermore Library, Moore Hall, and Locklear Hall. Workstations (both PCs and Macs) in computer labs run either Windows or Macintosh operating systems and provide a variety of software including the Microsoft Office suite of applications, discipline-specific software, and a choice of Internet browsers. Specialized labs throughout campus support various disciplines including computer science, digital media creation, and geographic information systems. Furthermore, students, faculty, and staff can access discipline-specific software from any network connection by using a Web browser. The Virtual Computer Lab (VCL) provides access to software such as Web publishing, statistical packages, Mathematica, and other software packages specific to the sciences and other disciplines. Most classrooms have network connections, computer teaching stations, digital projectors, and various other teaching technologies. Blackboard, UNCP's course management system, provides fully online, hybrid, and traditional classroom courses. DoIT ensures computer proficiency and access to all students, staff, and faculty, including those who are challenged. Students with disabilities have Assistive Technology available to them, once the office of Disability Support Services has determined their eligibility under the Americans with Disabilities Act Amendment Act of 2009.

Once a person becomes part of the UNCP community—whether as an employee or a student—DoIT's support begins. All permanent faculty members have their choice of a Windows or Macintosh computer—either desktop or laptop—with access to the campus network. Faculty are provided an email account and can access Web hosting, network file storage, and course Web sites via Blackboard. Further, faculty and staff are free to attend computer training and to use DoIT's Helpdesk as needed. Student accounts are created upon admission, and, once established, they can access e-mail, class registration, course schedules, grades, and more through BraveWeb, the campus services Website at <http://braveweb.uncp.edu>. Student email is provided through the Microsoft-hosted BraveMail system, and students have access to Sky Drive file storage and network file storage. Students can access the campus network from any computer lab or their residence hall room.

DoIT is committed to supporting UNCP's mission of teaching, research, and service by providing a current, reliable, secure, and easily accessible computer infrastructure and resources. As UNCP grows in size, student population, and reach, DoIT intends to keep pace by increasing the resources necessary to ensure UNCP's continued success.

Division of Information Technology Media Services

DoIT's Media Services aids teaching, learning, and research for the campus by providing digital and media technology tools and services. Projects for classroom learning, research, seminars, marketing, and outreach are some of the applications routinely supported. Media Services maintains a pool of audio, video, and presentation equipment in the Mary Livermore Library for instructional and institutional use. Equipment is checked out to faculty and students on a first-come/first-served basis, with classroom use as a driving priority.

All general-purpose classrooms at UNCP are equipped with a computer-equipped teaching station featuring a standard wall-mounted remote control for the LCD projector and audio. Many classrooms have DVD/VCR combination players, and some rooms are also equipped with video

presenters, presentation whiteboards, and other technologies. In addition, the Center provides media equipment set-up and operation services for special events on campus. For more information concerning Media Services, contact the DoIT Helpdesk at the 521-6260, or email helpdesk@uncp.edu. Equipment requests may be submitted on-line using the request form available at http://www.uncp.edu/doiit/media_services.

University Writing Center

The University Writing Center, located in the D.F. Lowry Building, 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 on any writing task, helping students focus, select, organize, and develop ideas in early drafts of writing and helping them review, improve, and strengthen later drafts before submission. Writing Center users have access to networked computers and printers and an extensive collection of writing reference materials. The Writing Center also provides assistance in computer-assisted writing and research, in cooperation with faculty and other campus support areas.

The University Writing Center staff includes a full-time director and a group of upperclassmen and graduate students from across the disciplines, chosen by the director, who have extensive training in the writing process, tutoring, and their Writing Center responsibilities. The director of the Writing Center communicates frequently with faculty to determine both the general needs of classes and the particular needs of individual students who use the center's services.

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.

Center for Academic Excellence

The Center for Academic Excellence, located in the D.F. Lowry Building, is designed to provide a support system for students through numerous programs and activities: tutoring, computer-aided instruction, Supplemental Instruction, and mentoring. Through the HAWK Alert Program, a professor or staff member may recommend that a student seek help for a problem that threatens the student's academic success. Continued absence from class is usually the first and most significant indication that a student should be referred. Hawk Alert Specialists from the office work with the student to determine appropriate help and draws on existing programs and offices to find a workable solution.

Advising Center

The Advising Center, located in the D. F. Lowry Building, supports students who are still deciding upon a major through advisement and referrals to aid in the decision making process. The Center also assists students who are in transition between majors to guide them through the major change. The Advising Center houses New Student Orientation and Becoming BRAVE (Building Relationships and Valuing Education), which offers transition programming for first year as well as transfer students. Within Becoming BRAVE, FRS 1000 (Freshman Seminar), FRS 1010 (Learning Community), and TRS 1000 (Transfer Seminar) are coordinated through this office. The Center's websites www.uncp.edu/advising, www.uncp.edu/orientation and www.uncp.edu/fy provide information and links to support all students to include access to the Virtual Advisor and videos to assist in using Braveweb.

Office of International Programs

In today's global economy, the need for college graduates equipped with the skills to succeed in that economy, and for faculty prepared to teach them, has never been greater. Citizens of all types—whether parents of students, or local or other residents or interested parties—also need to understand the current world, the challenges that it presents, and the benefits to be accrued through informed participation. Businesses, likewise, must be prepared to compete in—and understand—the complexities of the contemporary world and marketplace.

The International Programs office advises the university and others on international matters, directs and carries out the university's international education activities, and serves as its main repre-

sentation abroad. Consistent with its mandate to internationalize the university community and to serve as a dynamic resource for the local community and beyond, the office promotes UNCP abroad; recruits and supports high-quality international degree-seeking and exchange students from all over the world; offers, creates, and manages Study Abroad opportunities for UNCP students while offering students and parents alike outstanding support from pre-departure onwards; serves as an internationalization support office for UNCP faculty and for in-bound and resident foreign scholars; and works with industry and community leaders to promote international understanding and skill sets. International Programs also directs the English Language Institute, which is described in more detail below.

Working with the University Counsel, International Programs is responsible for managing international contracts, has concluded—and continues to seek—contracts with a large number of high-profile institutions throughout the world, and offers (in concert with various UNCP offices and academic departments) cooperative degree and non-degree programs with partner institutions abroad. International Programs, in cooperation with the Center for Sponsored Research and Programs, also coordinates international grant and funding activities and works closely with the Office for Advancement.

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 International Programs office, ELI offers high-quality English instruction to non-native speakers. ELI's ESL instruction prepares international students to succeed, both academically and culturally, at UNCP, whether in the classroom or off-campus in social, cultural, and 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 college students at UNCP. The program offers the following services:

- * instruction in Freshman Seminar
- * 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 in applying for financial aid and scholarship programs
- * guidance in academic, vocational, and personal/social concerns
- * opportunities to participate in cultural activities
- * access to reference and resource materials, which include magazines, paperbacks, and a file on current events.

Disability Support Services

The office of Disability Support Services, located in the D.F. Lowry Building, provides services to students who are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The mission of Disability Support Services is to create an accessible community where people are judged on their ability, not their disability. Disability Support Services strives to provide individuals with the tools by which they can better accomplish their educational goals.

Disability Support Services may be reached by calling (910) 521-6695 or by email at dss@uncp.edu. Office hours are Monday through Friday from 8:00am - 5:00pm. Appointments are requested. Special arrangements may be made to meet after hours for those who need it.

Any student requesting services must register with the office, provide documentation of a dis-

ability, and agree to follow the policies and procedures of Disability Support Services. An opportunity to register as a student with a disability is provided in the acceptance package from UNCP's Admissions Office, through access statements on syllabi, or by walking in or calling DSS to request an intake packet. A student may register with Disability Support Services anytime by making an appointment and providing necessary information to the Director. Accommodations for students with disabilities are not retroactive.

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 HCAP office at (910) 521-6673 or (910) 521-6493 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 medicine, optometry, dentistry, veterinary medicine, osteopathic medicine, pharmacy, podiatry, public health, and allied health fields of study.

The NC-HCAP at The University of North Carolina at Pembroke serves the Southeast region of North Carolina 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 and in the North Carolina technical institutes and community colleges;
- * provides retention and enrichment services for students enrolled in pre-profession 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 on admission procedures, entrance exams, curriculum requirements, and financial aid for health professions schools and graduate biomedical science programs;
- * 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;
- * conducts Health Careers Information & Enrichment (HCIE) workshops for high school students and health careers clubs;
- * sponsors a Health Careers Club at UNCP for enrolled health science majors and others interested in pursuing careers in the health professions.

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: www.uncp.edu/hcap/chsp

Native American Resource Center

The Native American Resource Center is a multi-faceted research institute and museum. The mission of the Native American Resource Center 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 craftspersons; 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 Center 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.

WNCP Television Station

WNCP-TV is the University's cable television station. The station is operated by the students, staff, and faculty of the Department of Mass Communication and supports the academic program in Broadcasting by providing its students with a strong 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, video editing suites, Macintosh Lab, and remote production van.

The Teaching and Learning Center

The Teaching and Learning Center, located in the Health Sciences Building, promotes teaching excellence by generating the ideas, activities, and enthusiasm that foster quality teaching and learning. The TLC seeks to foster an environment where teaching is rewarded and recognized as an opportunity and a privilege. It provides faculty with opportunities to attend weekly presentations and workshops on teaching, the annual Summer Institute on Online and Hybrid Course Development, and the annual Faculty Development Day. Faculty can also participate in teaching circles; have access to learning resources; and apply for grants for research and professional development, teaching enhancement, and travel to professional conferences.

The Teaching and Learning Center assists faculty with the preparation of promotion and tenure materials. The TLC also provides mentors for new faculty and participates in the annual New Faculty Orientation Program.

Office of Sponsored Research and Programs

The Office of Sponsored Research and Programs (OSRP) is part of the School of Graduate Studies and Research. OSRP serves as the clearinghouse for externally sponsored grant, contract, and cooperative agreements engaged in by faculty, staff, and administrators. The staff provides guidance and support in identifying funding sources, developing grant proposals, 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 www.uncp.edu/osrp.

Institutional Effectiveness

The Office of Institutional Effectiveness (OIE) strives to ensure student success through the collection and analysis of data regarding students, faculty and staff as well as institutional programs and facilities. Reports generated from this data are used internally to support institutional decision making and are also transmitted to the University of North Carolina's Office of the President and other external agencies. OIE also has responsibilities in the areas of institutional research, assessment, and strategic planning. More information on the office and university data can be found at www.uncp.edu/ie.

Regional Center

The Regional Center is located off campus at the Carolina Commerce and Technology Center (COMTech) on Livermore Drive. Established in 2000, the mission of the Regional Center fosters regional collaboration, enhances business development, and empowers communities for quality of life betterment in southeastern North Carolina. The Regional Center addresses the diverse needs of the region through initiatives to increase resources, establish networks, and provide training. The Regional Center 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 center 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 Regional Center 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 center 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 Regional Center under Community Health Alliance, as is Youth Start, which provides comprehensive services for in-school youth aged 14-18.

Thomas Family Center for Entrepreneurship

The Thomas Family Center for Entrepreneurship (TFCE) is located in the Dogwood Building. The TFCE 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 TFCE is focused on education, research, planning, and community engagement.

Established in 2006, the TFCE was enabled by a generous gift from The Thomas Family Foundation, founded by James and Sally Thomas. TFCE consultants reach out and support the community by providing one-on-one consulting and evaluation services for local entrepreneurs 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 TFCE web site (www.uncp.edu/tfce) provides details on the academic and entrepreneurial business consulting provided.

UNDERGRADUATE ACADEMIC PROGRAMS

BACCALAUREATE DEGREES	21
ACADEMIC ENRICHMENT COURSES	24
GENERAL EDUCATION.....	26
THE WRITING INTENSIVE PROGRAM	34
ESTHER G. MAYNOR HONORS COLLEGE	37
BACHELOR OF INTERDISCIPLINARY STUDIES	40
TEACHER EDUCATION	49
SPECIAL PROGRAMS AND INTERDISCIPLINARY PROGRAMS.....	50

BACCALAUREATE DEGREE PROGRAMS AND AREAS OF STUDY

<p>Accounting and Information Technology Accounting, B.S.</p> <p>American Indian Studies, B.A.</p> <p>Art, B.A. Art Art Education (K-12)</p> <p>Biology Biology, B.S. Botany Molecular Biology Zoology Biomedical Emphasis Environmental Biology Pre-Physical/Occupational Therapy Biotechnology, B.S. Environmental Science, B.S. Science Education, B.S. (9-12, 6-9) Biology, Chemistry, Earth Science, Physics, or Middle Grades Science</p> <p>Biotechnology, B.S. (see Biology, Chemistry and Physics)</p> <p>Chemistry and Physics Biotechnology, B.S. Chemistry, B.S. Professional Molecular Biotechnology Pre-Health Professions Forensic Chemistry Environmental Chemistry Pre-Pharmacy Applied Physics, B.S.</p> <p>Economics, Finance, and Decision Sciences Business Administration, B.S. Economics Finance</p> <p>Educational Specialties Birth - Kindergarten Education, B.S. Special Education, B.S. (K-12)</p> <p>Elementary Education Elementary Education, B.S. (K-6)</p> <p>English and Theatre English, B.A. English English Education Licensure Secondary Education 9-12 Middle Grades Language Arts Education 6-9 Theatre Arts</p> <p>Entrepreneurship Business Administration, B.S. Entrepreneurship</p> <p>Foreign Languages Spanish, B.A. Spanish Spanish Licensure (K-12)</p>	<p>Geology and Geography Geo-Environmental Studies, B.S.</p> <p>Health, Physical Education, and Recreation Physical Education, B.S. Health/Physical Education Licensure (K-12) Exercise and Sport Science, B.S. Health Promotion Recreation Exercise Physiology Sport Management Athletic Training, B.S.</p> <p>History History, B.A. History Social Studies Education Licensure (9-12, 6-9) American Studies, B.A.</p> <p>Interdisciplinary Studies, B.I.S Applied Professional Studies Applied Information Technology Criminal Justice Hospitality Public and Non-Profit Administration</p> <p>Management, Marketing, and International Business Business Administration, B.S. International Business Management Marketing</p> <p>Mass Communication, B.S. Broadcasting Journalism Public Relations</p> <p>Mathematics and Computer Science Mathematics, B.S. Mathematics Mathematics Education Licensure (9-12, 6-9) Computer Science, B.S. Information Technology, B.S.</p> <p>Music Music, B.M. (with Licensure K-12) Vocal Emphasis Instrumental Emphasis Keyboard Emphasis/Vocal Keyboard Emphasis/Instrumental Music, B.M. Musical Theatre Music, B.A. Music Music with Elective Studies in Business Classical Emphasis Jazz and Commercial Music Emphasis</p> <p>Nursing Nursing, B.S.N. (for Registered Nurses) Nursing, B.S.N.</p>
---	--

BACCALAUREATE DEGREE PROGRAMS AND AREAS OF STUDY (cont.)

<p>Philosophy and Religion, B.A.</p> <p>Political Science Political Science, B.A. Political Science Pre-Law International Studies</p> <p>Psychology Psychology, B.S.</p>	<p>Public Administration Political Science, B.A. Public Administration</p> <p>Science Education, B.S. (see Biology)</p> <p>Social Work, B.S.W. Social Work</p> <p>Sociology and Criminal Justice Sociology, B.A. Criminal Justice, B.A.</p>
---	---

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 between 120 and 128 hours of course credit in a program of study that includes a Freshman Seminar (FRS 100), required of all freshmen during their first 15 hours, a General Education program of 44 hours, and at least one academic major.

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, and the School of Education.

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.

NOTE: For students earning a baccalaureate degree other than their first, a 50% tuition surcharge shall be applied to all counted credit hours that exceed 110% percent of the minimum additional credit hours needed to earn the additional baccalaureate degree.

SPECIAL PROGRAMS AND INTERDISCIPLINARY PROGRAMS

Students earning a baccalaureate degree may take advantage of one or more special programs. Teacher Education and Health Professions Programs are described below. The Evening and Distance Programs are described under the School of Business. Aerospace Studies (Air Force ROTC) and Military Science (Army ROTC) are described under the School of Education. The following programs are described in detail under Special Programs and Interdisciplinary Majors and Minors.

SPECIAL PROGRAMS and INTERDISCIPLINARY MAJORS and MINORS	
Maynor Honors College Program Bachelor of Interdisciplinary Studies Program Teaching Fellows Program College Opportunity Program Career Development Program Entrepreneurship Certificate Program American Studies Minor African American Studies Minor Applied Gerontology Minor Asian Studies Minor	British Studies Minor Entrepreneurship 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 Substance Abuse Minor Terrorism Studies Minor 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 and School of Education sections.

ACADEMIC/ PROFESSIONAL CONCENTRATIONS	
American Indian Studies Art Biology English Exercise and Sport Science 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 see departments in undergraduate programs sections or, for *interdisciplinary minors, see Special Programs.

ACADEMIC MINORS		
*African American Studies American Indian Studies *American Studies *Applied Gerontology Art History *Asian Studies Athletic Coaching 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	Physical Education Physics Political Science Psychology Public Policy & Administration Public Relations Quantitative Finance Recreation Religion Rhetoric and Professional Writing Sacred Music Social Welfare Sociology Spanish Speech Studio Art *Substance Abuse TESOL *Terrorism Studies Theatre *World Studies

ACADEMIC ENRICHMENT COURSES

FRESHMAN SEMINAR

Coordinator: Elizabeth Froeba

FRS 1000 introduces students to UNCP and college life by covering such varied topics as success in academic courses and the possibilities and responsibilities of life on a college campus. The class will include discussions and activities about academic challenges, independence, time management, and becoming an integral part of the UNCP experience. If students have already declared a major, then they will be enrolled in an FRS 1000 course specifically tailored to the needs of that course of study; undeclared students will participate in FRS 1000 courses that will help them consider areas of possible interest and future plans. Students involved in a Living Learning Community will take the course together. This class is a gateway to the university that enables students to connect to faculty and academic services while also introducing strategies to be successful in college. A grade of “C” (2.0) or better must be earned to satisfy the Freshman Seminar requirement.

COURSES (FRS)

FRS 1000. Freshman Seminar

General introduction to the academic substance, study methods, and special adjustment problems of university life. Conducted by faculty and staff from various departments. Required of all incoming freshmen during their first fifteen credit hours of course work at the University. Credit, 1 semester hour.

FRS 1010. Learning Community

FRS 1010 is a non-credit-bearing course that allows members of a learning community to receive additional information regarding their community, interact with community members, and attend events that will strengthen their academic and social integration at UNCP. Credit, 0 semester hour. PREREQ: Admission to the Learning Community.

TRANSFER STUDENT SEMINAR

Coordinator: Elizabeth Froeba

The purpose of Transfer Student Seminar is to help immerse transfer students into the academic life and social life at UNC Pembroke. This course aims to give students the know-how on how to not only navigate the campus at UNC Pembroke, but to also become familiar with the academic and University policies on campus and to familiarize students with the resources that UNC Pembroke has to offer.

COURSE (TRS)

TRS 1000. New Transfer Seminar

A general introduction to the University consisting of policies, procedures, and resources. Students will also reflect on their academic study skills, the way they view change, and utilization of information technology. Credit, 1 semester hour.

INTRODUCTION TO ACADEMIC RESEARCH

Coordinator: TBA

This course explores all of the major facets of the academic research process. We will discuss the nature of information (how it is created, how it is organized, why it is useful—both academically and in everyday life, etc.). We will discuss the benefits and limitations of different resource types. We will cover topic development, the creation and use of effective search strings, the use of catalogs and databases, the use of discipline-specific information sources, the use of government and statistical sources, critical evaluation of sources, plagiarism and how to avoid it, and citation styles as they relate to specific disciplines. Students can approach this course as a general introduction to important academic skills, or they can also use it as a form of companion course for other courses, in which there is a significant research-based academic assignment.

COURSE (LIB)

LIB 1000. Introduction to Academic Research

This general elective course will introduce students to the basic information literacy skills necessary to locate, critically evaluate, and ethically use information for academic research assignments. It is ideal for both new students and transfer students. Credit, 1 semester hour.

CAREER DEVELOPMENT PROGRAM

Director: Karen Pruetz

This program, offered by the Career Center, is designed for students at all academic levels and in all majors. The purpose of the program is to assist students in developing the skills required for successful, lifelong career planning.

COURSE (CAR)

CAR 1010. Introduction to Career Development

Students are exposed to all aspects of the career planning process, including self-assessment, decision-making related to choosing a major and identifying related career options, goal setting, career and job research, and job search tools and strategies. Credit, 2 semester hours.

GENERAL EDUCATION PROGRAM

Graduation from The University of North Carolina at Pembroke is based on successful completion of General Education, which is required for all baccalaureate degrees, and upon successful completion of a specialized program for a major.

The University of North Carolina at Pembroke seeks to graduate students with broad vision, who are sensitive to values, who recognize the complexity of social problems, and who will be contributing citizens with an international perspective and an appreciation for achievements of diverse civilizations. In addition to meeting all major program requirements, students awarded baccalaureate degrees by The University of North Carolina at Pembroke are required to complete a 44-hour General Education program. The General Education program has been designed to provide students with an understanding of the fundamental principles and contributions of a variety of disciplines and to foster the ability to analyze and weigh evidence, exercise quantitative and scientific skills, make informed decisions, write and speak clearly, and think critically and creatively. To ensure that the goals and objectives are met, course substitutions are not allowed. The goals and objectives for the General Education Program are:

I. Skills

Communication—The UNCP graduate will communicate effectively in writing, speaking, and listening.

The student will

- o use written and oral language appropriate to various audiences and purposes;
- o develop logical arguments that are defended by supporting points, in part by locating material from appropriate sources and by correctly using and documenting those sources; and
- o listen to, understand, and evaluate the communication and communicative contexts of diverse speakers and writers.

Critical Thinking—The UNCP graduate will read and think critically.

The student will

- o distinguish between facts and opinions, judgments and inferences, inductive and deductive arguments, and reliable and invalid sources of information;
- o successfully apply critical reading skills to a wide range of materials; and
- o demonstrate the ability to apply critical thinking skills to the interpretation and analysis of information from a variety of sources.

Problem Solving—The UNCP graduate will be a creative problem solver.

The student will

- o identify and define a problem,
- o collect and organize information necessary to solve a problem,
- o select and conduct appropriate analysis to solve a problem, and
- o make decisions based on evidence and reasoning.

Mathematics—The UNCP graduate will use quantitative methods and mathematical principles to recognize and solve problems, interpret data, and perform basic computation.

The student will

- o express and manipulate mathematical information, concepts, and thoughts in verbal, numeric, graphical, and symbolic form while solving a variety of problems;
- o apply basic math principles to practical situations; and
- o be able to demonstrate mathematical literacy.

Technology—The UNCP graduate will understand the role of technology, have the skills necessary to use it, and be able to recognize and adapt to new technologies.

The student will

- o demonstrate knowledge of current/modern technologies,
- o use appropriate technology in the evaluation, analysis, and synthesis of information, and
- o collaborate with others using technology tools.

II. Knowledge

Arts, Literature, History, and Ideas—The UNCP graduate will demonstrate knowledge of, appreciation for, and understanding of contributions to society of the fine and performing arts, literary works, world civilizations and their histories, and philosophic and religious belief systems.

The student will

- o recognize the contribution of the fine, performing, and literary arts to the human experience; identify the contributions of diverse artists; and evaluate the significance of their works;
- o identify how historical forces influence current events; demonstrate an understanding of the historical context of contemporary issues; and identify one major historical trend in a major world region; and
- o demonstrate knowledge of the religious traditions and philosophical ideas that have shaped individuals and societies.

Individual and Society—The UNCP graduate will demonstrate knowledge of human behavior, cultures, and societies, as well as social, political, and economic institutions and relationships.

The student will

- o describe the methods used by social scientists to gather, analyze, and draw conclusions from data as they seek to understand individual and group behaviors;
- o identify how the results of social science research is critical to an informed understanding of contemporary social issues; and
- o apply social science principles and theories to understand significant American and world economic, cultural, political, and social phenomena and trends.

Science and Nature—The UNCP graduate will understand the fundamental principles of the natural sciences as well as the purpose, methods, and principles of scientific inquiry.

The student will

- o describe the methods used by natural scientists to gather and critically evaluate data using the scientific method;
- o identify and explain the basic concepts, terminology, and theories of the natural sciences;
- o apply selected natural science concepts and theories to contemporary issues and acknowledge the developing nature of science; and
- o demonstrate an understanding of how human activity affects the natural environment and make informed judgments about science-related topics and policies.

III. Dispositions

Lifelong Learning—The UNCP graduate will be aware of the importance of lifelong learning and demonstrate the skills necessary to support continued personal and professional growth after graduation.

The student will

- o demonstrate an understanding of the importance of lifelong learning and personal flexibility to sustain personal and professional development;
- o demonstrate the ability to access, select, and use information to answer questions relevant to personal and professional situations;
- o take advantage of opportunities to continue learning in a variety of venues; and
- o comprehend the changing nature of society and work and be able to cope with change through self-education.

Health and Wellness—The UNCP graduate will identify factors and know how to make choices that promote health, wellness, and longevity.

The student will

- o assess current lifestyle behaviors and understand the impact of these behaviors on the quality and longevity of life;
- o identify and analyze health-related choices such as movement, nutrition, stress, and leisure as they influence personal wellness; and

- o explain how personal health and lifestyle choices affect society at large and how social and cultural factors affect personal health and lifestyle choices.

Social Responsibility—The UNCP graduate will have an understanding of civic duty and a concern for the well-being of individuals, society, and the environment.

The student will

- o demonstrate global awareness, environmental sensitivity, and an appreciation of cultural diversity and
- o prepare for citizenship by identifying personal, social, and political avenues for civic action.

Diversity—The UNCP graduate will demonstrate knowledge of and respect for the rights and views of diverse individuals and cultures.

The student will

- o analyze similarities and differences between his/her own and other cultures that affect values, beliefs, and behaviors;
- o discuss cultural strengths and important contributions made to society by individuals from diverse groups;
- o discuss the benefits of diversity for individuals, groups, and institutions; and
- o define prejudice and discrimination; explain their consequences; and identify ways to reduce them.

Values and Ethics—The UNCP graduate will be able to make informed choices in the light of ethical, moral, and practical concerns; assess the consequences of those choices; and understand alternative perspectives.

The student will

- o distinguish fact from value and explain how values influence decision-making,
- o acknowledge a plurality of cultural and personal values and demonstrate respect for the right of others to express different viewpoints, and
- o analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue, take a position on this issue, and defend it with logical arguments.

GENERAL EDUCATION REQUIREMENTS (44 Hours Total)

For some majors, certain courses may count toward both General Education and Major requirements. Some courses have prerequisites. As noted above, course substitutions are not allowed. **Ask your advisor for assistance** in selecting appropriate courses.

I. Communication Skills (6 or 9 hours)

ENG 1050 Composition I

ENG 1060 Composition II

A full-time student must enroll in ENG 1050, Composition I, immediately and must earn a “C” (2.0) grade or better before enrolling in ENG 1060, Composition II. A student must remain continuously enrolled in ENG 1050 and 1060 until he or she has earned a “C” (2.0) grade or better in ENG 1060.

All entering freshmen and all freshmen transfers must complete the ENG 1050 and 1060 sequence successfully before they earn a total of 60 credit hours. All students who transfer with 30 credits or more must complete ENG 1060 during their first 30 semester hours at UNCP. Students who have not completed their composition courses at the end of the allotted time will no longer be permitted to register for 3000 or 4000 level courses. If they attempt to do so, the registrar’s office will cancel their registration and require them to register only for courses below the 3000 level until they receive a “C” (2.0) in ENG 1060. (The Enrollment Management Subcommittee of the Faculty Senate, or in emergencies the Assistant Vice Chancellor for Academic Affairs, will consider exceptional cases.)

SPE 1020 Fundamentals of Voice and Diction.

All entering freshmen are required to take this course unless they test out of it. Upon earning 60 hours, a student must either have satisfied the speech requirement through testing, have taken SPE 1020, or be registered for SPE 1020 in the following semester.

II. Academic Content and Skills

A. Arts and Humanities Division (12 hours): Choose one course from each of these four areas:

(1) Fine Arts

ART 1450 Digital Arts Appreciation
 ART 2050 Art Appreciation
 ART 2080 Survey of Art I
 ART 2090 Survey of Art II
 THE 2500 Introduction to Theatre
 MUS 1020 Introduction to Music Appreciation
 MUS 1040 Introduction to Jazz Appreciation
 MUS 2940 The World of Music: Antiquity to the Baroque Era
 MUS 2980 History of Musical Theatre

(2) Literature (completion of ENG 1050 and 1060 with a 2.0 is prerequisite for these courses)

ENG 2010 Southern Literature
 ENG 2020 Contemporary Literature
 ENG 2030 Literary Genres
 ENG 2050 World Literature Before 1660
 ENG 2060 World Literature After 1660
 ENG 2080 Women's Literature
 ENG 2090 Literature and Film
 ENG 2100 African American Literature
 ENG 2180 Asian American Literature
 ENG 2190 Latino Literature
 ENG (AIS) 2200 Native American Literature
 ENG 2230 American Literature Before 1865
 ENG 2240 American Literature After 1865
 ENG (AIS) 2410 Environmental Literature
 ENG 2470 British Literature Before 1790
 ENG 2480 British Literature After 1790

(3) History

HST 1010 American Civilization to 1877
 HST 1020 American Civilization since 1877
 HST 1030 African American History
 HST (AIS) 1100 History of the American Indian to 1865
 HST (AIS) 1110 History of the American Indian since 1865
 HST 1140 World Civilizations to 1500
 HST 1150 World Civilizations since 1500

(4) Philosophy and Religion

PHI 1000 Introduction to Philosophy
 PHI 1010 Logic
 PHI 2040 Introduction to Ethics
 PHI 2070 Contemporary Moral Issues
 REL 1080 Introduction to Religious Thought
 REL 1300 Introduction to Religion

B. Social Science Division (9 hours): Choose one course from each of three of five areas:

(1) Economics

ECN 1000 Economics of Social Issues
 ECN 2020 Principles of Microeconomics
 ECN 2030 Principles of Macroeconomics
 ECN 2410 Asian Economies

(2) Geography

- GGY 1010 Principles of Geography
- GGY 1020 World Regional Geography
- GGY 2000 Cultural Geography
- GGY (ECN) 2060 Economic Geography

(3) Political Science

- PLS 1000 Introduction to Political Science
- PLS 1010 Introduction to American National Government

(4) Psychology

- PSY 1010 Introductory Psychology

(5) Sociology

- SOC 1020 Introduction to Sociology
- SOC (AIS) 1050 Introduction to Cultural Anthropology
- SOC 2090 Social Problems in Modern Society

Maynor Honors College students only may substitute for courses in two disciplines:

- HON 1000 Contemporary Public Issues
- HON 2750 The Individual in Society

C. Natural Sciences and Mathematics Division (9 hours)

Natural Science (6 hours); choose one course from two (2) of the four (4) areas. Students selecting Physical Science 1100 must select the other course from either Biology/Env. Science or Earth Science.

(1) Biology and Environmental Science

- BIO 1000 Principles of Biology
- BIO 1030 Basic Human Biology
- BIO 1060 Exploring Life's Diversity
- ENV 1100 Environmental Science

(2) Chemistry

- CHM 1300 General Chemistry I
- CHM 1400 Chemistry for Health Sciences I

(3) Earth Science

- GLY (GGY) 1150 Earth Science
- GLY (GGY, PHS) 2460 Weather and Climate

(4) Physical Science

- PHS 1100 Physical Science I
- PHS 1560 Astronomy
- PHY 1000 Elementary Physics I
- PHY 1500 College Physics I
- PHY 2000 University Physics I

Maynor Honors College students only may fulfill one natural science course requirement with:

- HON 1510 Contemporary Issues in Science and Technology

Mathematics (3 hours); choose one course from those listed below

- MAT 1050 Introduction to College Mathematics
- MAT 1070 College Algebra
- MAT 1080 Plane Trigonometry
- MAT 1090 College Algebra and Trigonometry
- MAT 2150 Calculus with Applications
- MAT 2210 Calculus I

III. Physical Education and Wellness (2 hours)

Choose two of the following courses:

- PED 1010 Wellness and Fitness
- PED 1300 Fitness Walking

PED 1310 Archery
 PED 1320 Badminton
 PED 1330 Golf
 PED 1340 Swimming
 PED 1350 Tennis
 PED 1360 Soccer
 PED 1370 Bowling
 PED 1380 Rhythms & Dance
 PED 1390 Racquetball
 PED 1410 Physical Conditioning
 PED 1450 Volleyball
 PED 1460 Weight Training
 PED 1770 Advanced Physical Conditioning (Aimed at Varsity Athletes)
 PED 1790 Aerobic Dance
 PED (MSC) 1800 Military Physical Training
 PED (THE) 1810 Stage Dance I
 PED (THE) 1820 Stage Dance II
 PED 1900 Outdoor Fitness
 PED 1910 Indoor Cycling
 PED 1950 Water Aerobics

IV. General Education Program Electives (6 hours, or 3 hours if SPE 1020 required)

Choose **two** additional courses from those listed below. These two courses must be from different divisions except for the foreign language option. Students who take SPE 1020 for Basic Skills take 3 hours of electives, which may not be SPE 2000 or SPE 2010.

Foreign Language Option

Students electing the foreign language option **MUST** complete two courses of the **same** foreign language to satisfy the Program Electives area of General Education.

FRH 1310, 1320 Elementary French
 FRH 2310, 2320 Intermediate French
 GER 1310, 1320 Elementary German
 GER 2310, 2320 Intermediate German
 ITL 1310, 1320 Elementary Italian
 SPN 1310, 1320 Elementary Spanish
 SPN 2310, 232 Intermediate Spanish
 XXX 131, 1320 Introductory Foreign Language Study
 XXX 2310, 2320 Intermediate Foreign Language Study

Arts and Humanities Division Elective

American Indian Studies

AIS 1010 Introduction to American Indian Studies

Fine Arts

ART 1010 Elements of Design
 ART 1450 Digital Arts Appreciation
 ART 2050 Art Appreciation
 ART 2080 Survey of Art I
 ART 2090 Survey of Art II
 ART 2560 Web Design
 ARTS 1xxx Special Topics in Art
 THE 2010 Elements of Acting
 THE 2500 Introduction to Theater
 MUS 1020 Introduction to Music Appreciation
 MUS 1040 Introduction to Jazz Appreciation

MUS 2930 The World of Music: Classical to the Contemporary Era

MUS 2980 History of Musical Theatre

Literature and Speech (a 2.0 in ENG 105 and 106 is prerequisite for the ENG courses)

ENG 2010 Southern Literature

ENG 2020 Contemporary Literature

ENG 2030 Literary Genres

ENG 2050 World Literature Before 1660

ENG 2060 World Literature After 1660

ENG 2080 Women's Literature

ENG 2090 Literature and Film

ENG 2100 African American Literature

ENG 2180 Asian American Literature

ENG 2190 Latino Literature

ENG (AIS) 2200 Native American Literature

ENG 2230 American Literature Before 1865

ENG 2240 American Literature After 1865

ENG (AIS) 2410 Environmental Literature

ENG 2470 British Literature Before 1790

ENG 2480 British Literature After 1790

ENGS 2xxx Studies in Literature

SPE 2000 Interpersonal Communication

SPE 2010 Fundamentals of Speech

History

HST 1010 American Civilization to 1877

HST 1020 American Civilization since 1877

HST 1030 African American History

HST (AIS) 1100 History of the American Indian to 1865

HST (AIS) 1110 History of the American Indian since 1865

HST 1140 World Civilizations to 1500

HST 1150 World Civilizations since 1500

Philosophy and Religion

AIS 2010 American Indian Culture

PHI 1000 Introduction to Philosophy

PHI 1010 Logic

PHI (REL) 1020 Perspectives on Humanity

PHI 2040 Introduction to Ethics

PHI 2050 Social and Political Philosophy

PHI 2070 Contemporary Moral Issues

PHI 2110 American Philosophy

REL 1050 Introduction to the Old Testament

REL 1060 Introduction to the New Testament

REL 1080 Introduction to Religious Thought

REL 1300 Introduction to Religion

REL 2050 Religion, Art, and Culture

REL 2090 Religion in America

REL (AIS) 2130 American Indian Religious Traditions

REL 2140 Introduction to Religious Ethics

REL 2160 Religions of the Far East

REL 2180 Religions of the Near East

Maynor Honors College students only may take 1 as a Humanities Division Elective:

HON 2000 The Humanistic Tradition I: From the Ancient World to 1500

HON 2010 The Humanistic Tradition II: From 1500 to the Contemporary Age

World Studies

WLS 2990 Study Abroad

Social Science Division Elective**Economics**

DSC 1590 Technology-Enabled Decision Making

ECN 1000 Economics of Social Issues

ECN 2020 Principles of Microeconomics

ECN 2030 Principles of Macroeconomics

FIN 2050 Personal Finance

ECN 2410 Asian Economies

Geography

GGY 1010 Principles of Geography

GGY 1020 World Regional Geography

GGY 2000 Cultural Geography

GGY (ECN) 2060 Economic Geography

Political Science

PLS 1000 Introduction to Political Science

PLS 1010 Introduction to American National Government

Psychology

PSY 1010 Introductory Psychology

Sociology

SOC 1020 Introduction to Sociology

SOC (AIS) 1050 Introduction to Cultural Anthropology

SOC 2090 Social Problems in Modern Society

World Studies

WLS 2990 Study Abroad

Natural Science and Mathematics Division Elective**Natural Science**

BIO 1000 Principles of Biology

BIO 1010 General Botany

BIO 1020 General Zoology

BIO 1030 Basic Human Biology

BIO 1060 Exploring Life's Diversity

ENV 1100 Environmental Science

CHM 1300 General Chemistry I

CHM 1310 General Chemistry II

CHM 1400 Chemistry for Health Sciences I

CHM 1410 Chemistry for Health Sciences II

GLY 1000 Physical Geology

GLY (GGY) 1150 Earth Science

GLY (GGY) 1250 Earth History

GLY 2260 Physical Oceanography

GLY (GGY, PHS) 2460 Weather and Climate

GLY (GGY) 2620 Environmental Geology

PHS 1100 Physical Science I

PHS 1110 Physical Science II

PHS 1560 Astronomy

PHY 1000 Elementary Physics I

PHY 1010 Elementary Physics I

PHY 1500 College Physics I

PHY 1510 College Physics II

PHY 2000 University Physics I

PHY 2010 University Physics II

Maynor Honors College students only may take the following as a Divisional Elective

HON 2510 Horizons in Math and Computer Science

Mathematics and Computer Science

CSC 2020 Microcomputer Programming

MAT 1050 Introduction to College Mathematics

MAT 1070 College Algebra

MAT 1080 Plane Trigonometry

MAT 1090 College Algebra and Trigonometry

MAT 1180 Finite Mathematics

MAT 2100 Introduction to Statistics

MAT 2150 Calculus with Applications

MAT 2210 Calculus I

MAT 2220 Calculus II

THE WRITING INTENSIVE PROGRAM

The Writing Intensive Program is an initiative of the UNC Pembroke Quality Enhancement Plan. The goal of the program is to enhance the ability of students to write effectively and appropriately in both general writing and professional writing in their disciplines. The program consists of Writing Enriched courses and Writing in the Discipline courses. Writing Enriched courses are 2000- and 3000-level courses in which writing supplements the coverage of course content. They include extensive and intensive instruction in writing. Writing in the Discipline courses are 3000- and 4000-level courses that are designed to teach students about the roles and uses of writing in their fields of study. As a requirement for graduation, students must complete nine semester credit hours of Writing Enriched and Writing in the Discipline courses. One course must be a Writing in the Discipline course.

The courses listed below are approved to be offered as Writing Enriched or Writing in the Discipline courses. When these courses appear with the designation WE (Writing Enriched) or WD (Writing in the Discipline) in the title of the course in the course schedule, they can be taken to satisfy the writing intensive graduation requirement. The completion of ENG 1050 is a prerequisite for all Writing Enriched or Writing in the Discipline courses.

AIS/REL 2130	American Indian Religious Traditions
AIS 4150	Amerindian Oral Traditions—Writing in the Discipline
ART 2080	Survey of Art I: Ancient through Medieval—Writing Enriched
ART 2090	Survey of Art II: Renaissance through Contemporary—Writing Enriched
ART 3080	Art Education Methods and Field Experience for Grades 6-12—Writing in the Discipline
ART 4330	Contemporary Art—Writing in the Discipline
AST 2010	Introduction to American Studies—Writing Enriched
ATH 4000	Clinical Education V—Writing in the Discipline
ATH 4050	Organization and Administration of Athletic Training—Writing Enriched
BIO 2050	Animal Behavior—Writing Enriched
BIO 3510	Research Strategies—Writing Enriched
BIO 3510	Research Strategies—Writing in the Discipline
BIO 3710	Cell Biology—Writing Enriched
BIO 4310	Biometrics—Writing Enriched
BIO 4320	Conservation Biology—Writing Enriched
BIO 4700	Reading and Writing in the Natural Sciences—Writing in the Discipline
BLAW 2150	Legal Environment of Business—Writing Enriched
BLAW 3180	Commercial Law—Writing in the Discipline
BRD 3130	Broadcast Copywriting—Writing in the Discipline

BRD 3140	Broadcast Journalism—Writing in the Discipline
CHM 3980	Scientific Literature—Writing in the Discipline
CHM 4100	Physical Chemistry (Lecture and Lab)—Writing Enriched
CHM 4270	Instrumental Analysis—Writing in the Discipline
CRJ 3010	Criminal Justice Rhetoric and Writing—Writing in the Discipline
ECE 2020	Foundations of Early Childhood Education—Writing Enriched
ECE 2050	Young Children and Their Families in a Diverse World—Writing Enriched
ECE 4750	Senior Seminar in Birth-Kindergarten Education—Writing in the Discipline
ECN 2020	Principles of Microeconomics—Writing Enriched
ECN 2030	Principles of Macroeconomics—Writing Enriched
ECN 4080	Economic Development—Writing in the Discipline
ECN 4400	International Trade—Writing in the Discipline
EDN 2900	Research and Writing in Education—Writing Enriched
ELE 2030	Arts Integration in the Elementary School—Writing Enriched
ELE 2900	Research and Writing in Elementary Education—Writing in the Discipline
ELE 3010	Differentiated Instruction for Today's Learners—Writing in the Discipline
ELE 4070	Professional Seminar in Elementary Education—Writing in the Discipline
ELE 4040	Literature and Language Arts 1 in the Elementary School—Writing in the Discipline
ENG 2010	Southern Literature—Writing Enriched
ENG 2030	Literary Genres—Writing Enriched
ENG 2050	World Literature before 1660—Writing Enriched
ENG 2060	World Literature after 1660—Writing Enriched
ENG 2080	Women's Literature—Writing Enriched
ENG 2180	Asian American Literature—Writing Enriched
ENG 2240	American Literature since 1865—Writing Enriched
ENG 2470	British Literature before 1790—Writing Enriched
ENG 3130	The American Renaissance—Writing Enriched
ENG 3040	Principles of Literary Study—Writing in the Discipline
ENG 3110	Medieval British Literature—Writing Enriched
ENG 3120	Early Modern British Literature—Writing Enriched
ENG 3580	Professional Writing—Writing Enriched
ENG 3590	Creative Nonfiction—Writing Enriched
ENG 3660	Modernist Poetry—Writing Enriched
ENG 3700	Advanced Composition—Writing Enriched
GLY 3250	Paleontology—Writing Enriched
GLY/GGY 4700	Writing in the Geosciences—Writing in the Discipline
HLTH 4100	Health, Fitness, and Behavior Changes—Writing in the Discipline
HST 1010	American Civilizations to 1877—Writing Enriched
HST 1150	World Civilizations Since 1500—Writing Enriched
HST 3000	Introduction to the Study of History—Writing in the Discipline
HST 3620	African American History from Emancipation to the Present—Writing Enriched
JRN 3010	News Writing and Reporting—Writing in the Discipline
JRN 3050	Feature Writing—Writing in the Discipline
JRN 3400	Advanced News Writing and Reporting—Writing in the Discipline
JRN 4100	Web Journalism—Writing in the Discipline
JRN 4600	Investigative Journalism—Writing in the Discipline
MAT 2300	Introduction to Advanced Mathematics—Writing Enriched
MAT 2600	Connections in Mathematics I—Writing Enriched
MAT 3600	Connections in Mathematics II—Writing in the Discipline
MAT 4020	A Historical Development of Mathematics—Writing in the Discipline
MAT 4600	Connections in Mathematics III—Writing Enriched

MCM 2400	Writing for the Media—Writing Enriched
MCM 3100	New Media of Mass Communication—Writing Enriched
MGT 3030	Business Communications—Writing in the Discipline
MGT 3060	Organization and Management—Writing Enriched
MGT 3130	International Marketing—Writing in the Discipline
MGT 3150	International Management—Writing Enriched
MGT 4080	Human Resource Management—Writing Enriched
MGT 4100	Small Business Management—Writing in the Discipline
MGT 4300	Business Ethics and Social Responsibilities—Writing Enriched
MGT 4660	Business Strategy—Writing in the Discipline
MKT 3120	Principles of Marketing—Writing Enriched
MKT 3130	International Marketing—Writing Enriched
MUS 3970	World Music: A Global Study—Writing in the Discipline
NUR 3000	Transition to Professional Nursing—Writing Enriched
NUR 3200	Health Assessment across the Lifespan—Writing Enriched
NUR 4000	Nursing Research and Theory—Writing Enriched
NUR 4350	Community Health Nursing—Writing Enriched
NUR 4510/4510L	Transition to Professional Nursing: A Capstone Experience—Writing in the Discipline
NUR 4550	Professional Nursing Issues in Practice—Writing in the Discipline
PHI 2040	Introduction to Ethics—Writing Enriched
PHI 2070	Contemporary Moral Issues—Writing Enriched
PHI/REL 3400	Writing in Philosophy and Religious Studies—Writing in the Discipline
PLS 3110	Constitutional Law of Individual and Equity Rights—Writing Enriched
PLS 3520	Writing in Political Science—Writing in the Discipline
PLSS 4300	Special Topics in International Relations: Ethnic Conflict—Writing Enriched
PRE 4070	Public Relations Media—Writing in the Discipline
REL 2050	Religion, Art, and Culture—Writing Enriched
PSY 3000	Research Methods Capstone—Writing in the Discipline
SED 3310	Introduction to the Exceptional Child—Writing Enriched
SED 3320	Special Education Laws, Policies and Procedures—Writing Enriched
SED 4360	Professional Seminar for Special Education Teacher Candidates—Writing in the Discipline
SOC 3000	Sociological Rhetoric and Writing—Writing in the Discipline
SOC 3030	Family—Writing Enriched
SOC 3060	Sociological Theory—Writing Enriched
SOC 3130	Community—Writing Enriched
SPN 4150	Contemporary Spanish-American Literature—Writing in the Discipline
SWK 3450	Human Behavior in the Environment—Writing Enriched
SWK 3480	Social Welfare Policies and Programs I—Writing Enriched
SWK 3710	Writing in the Social Sciences—Writing in the Discipline
SWK 3850	Social Work Practice II—Writing Enriched
SWK 3910	Social Work Research—Writing Enriched
THE 2500	Introduction to Theatre—Writing Enriched

ESTHER G. MAYNOR HONORS COLLEGE

Dean: Mark Milewicz

UNIVERSITY HONORS COUNCIL

Robert W. Brown (Chair)	Teagan Decker	Scott Hicks
Siva Mandjiny	Ramin Maysami	E. Cliff Mensah
Lee Phillips		

The Esther G. Maynor Honors College at UNC Pembroke recognizes and promotes the scholarly and personal growth of outstanding students. Maynor Honors College students are provided interdisciplinary educational opportunities that enhance the general curriculum. These opportunities are developed 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 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.

Maynor Honors College students are selected on the basis of class rank, high school grades, Scholastic Aptitude Test (SAT) scores or American College Testing (ACT) scores, and extra-curricular and community achievements. Students already enrolled at UNC Pembroke and transfer students are also eligible to apply for admission to the Maynor Honors College. Maynor Honors College students are selected by the Dean of the Maynor Honors College in consultation with the University Honors Council.

To remain in the Maynor Honors College, students are required to achieve and maintain a minimum overall quality-point average of 3.0 upon completion of the freshman year, 3.25 upon completion of the sophomore year, and 3.5 upon completion of the junior year. Maynor Honors College students will receive a Maynor Honors College diploma and will be recognized at commencement. To graduate with the Maynor Honors College designation, the student must complete the Maynor Honors College program. Any exceptions or substitution of requirements will be determined by the Dean of the Maynor Honors College in consultation with the University Honors Council.

Three tracks are available for graduation from the Maynor Honors College

University Honors

*Take four HON (interdisciplinary) courses

*Take four general education honors courses

*Achieve at least a 3.5 QPA

*Complete the Senior Project through the appropriate course sequence: HON 4000 (project planning) and HON 4500 (project work)

The Senior Project is fulfilled by the successful completion of HON 4000 and 4500 and can take one of four paths:

1) Community Service Project. This project involves a student's active participation in a focused project involving service to the community. The Service Project will be organized through the Office for Community and Civic Engagement and supervised by a UNCP faculty member. During the senior year, the student will also schedule an oral presentation describing the development, implementation, and outcomes of the Community Service Project. The faculty mentor and the Dean of the Honors College will approve the successful completion of the project.

2) Campus Dialogue Project. This option involves active participation in a campus-wide dialogue about a specific issue, usually relative to the student's major. The student will work with a faculty mentor to research the topic. During the senior year, the student must organize and facilitate (in consultation with the mentor and Honors College Dean) at least two campus dialogues on the topic. These dialogues should involve faculty and students from a variety of disciplines. The faculty mentor and the Dean of the Honors College will approve the successful completion of the project.

3) Creative Project. Students choosing this option will work with a faculty mentor to develop the project. During the senior year, the student will display or perform his or her art and then provide an

oral description/interpretation of the work. The faculty mentor and the Dean of the Honors College will approve the successful completion of the project.

4) Senior Thesis Project. The Senior Thesis is a written research project completed under the direction of a faculty mentor. Guidelines are available in the Honors College Office and on the Honors College website. The thesis is completed during the senior year and should conclude with an oral presentation/defense of the thesis where the results of the student research can be shared with others on campus. The faculty mentor and the Dean of the Honors College will approve the successful completion of the thesis.

Departmental Honors

*Take four HON (interdisciplinary) courses

*Achieve at least a 3.5 QPA

*Complete two Honors "Contract" Courses in upper-level major courses

Description of Contract Courses: 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. Contract courses must be taught by tenured or tenure-track members of the student's major department. The student and faculty member teaching the section will agree upon the requirements for completing the contract course, fill out the appropriate paperwork (available online), and obtain the signature of the department chair. The contract and accompanying syllabus will be turned in to the Dean of the Honors College for final approval.

*Complete a Senior Thesis through the appropriate course sequence: HON 4000 (project planning) and HON 4500 (project work)

The Senior Thesis is a written research project completed under the direction of a faculty mentor. Guidelines are available in the Honors College Office and on the Honors College website. The thesis is completed during the senior year and should conclude with an oral presentation/defense of the thesis where the results of the student research can be shared with others on campus. The faculty mentor and the Dean of the Honors College will approve the successful completion of the thesis.

Both University and Departmental Honors

*Take four HON (interdisciplinary) courses

*Take at least four general education honors courses

*Complete two Honors "Contract" Courses in upper-level major courses

*Achieve at least a 3.5 QPA overall

*Complete an enhanced Senior Project consisting of a senior thesis PLUS a service, dialogue, or creative project through the appropriate course sequence: HON 4000 (project planning) and HON 4500 (project work)

It is possible, though not necessary, that the Senior Project and Senior Thesis are developed from the same research. Students must consult with the Honors College Dean to coordinate the successful completion of both University and Departmental Honors. Those selecting option four for University Honors must also complete option one, two, or three to receive both University Honors and Departmental Honors.

Maynor Honors College students will take several courses together during the freshman year prior to beginning their major course work. These courses include several general education courses as well as one interdisciplinary seminar. Students with special scheduling needs as freshmen may petition the Dean of the Maynor Honors College for alternate courses of study during the first semester. All Maynor Honors College students are advised by the Dean of the Maynor Honors College until they declare a major field of study.

The seven HON seminars are usually offered according to the following schedule:

Fall: HON 1000, 1500, 2000; Spring: HON 1510, 2010, 2750; As Announced: HON 3000

Transfer students and students entering the Maynor Honors College as other than freshmen will also be expected to take the four honors seminars, so long as they can be fitted into the student's program of study. The number of honors courses that transfer students or non-freshmen will be required

to take will be determined by the Dean of the Maynor Honors College, after consultation with the student and the University Honors Council.

Honors Thesis/Project: All University Honors College students must complete HON 4000 (Research Methods and Prospectus [one semester hour]) and HON 4500 (Honors Thesis/Project [three semester hours]) prior to graduation. Maynor Honors College students who elect to complete a senior Thesis/Project in their major department may substitute an equivalent departmental course for HON 4500. The departmental Thesis/Project must meet the standards for the Honors Thesis/Project established by the University Honors Council. The University Honors Council and the Dean of the Maynor Honors College recommend that HON 4000 should be taken during the fall semester of the junior year. University Honors College students should plan on presenting their Thesis/Project at the end of the fall semester of the senior year. Requirements and procedures for the Maynor Honors College Thesis/Project are outlined in the Senior Project handbook. Copies of this guide are available from the Dean of the Maynor Honors College.

COURSES (HON)

HON 1000. Contemporary Public Issues

Analysis of selected contemporary events from the points of view of history, political science, psychology, geography, economics, philosophy, religion, and sociology, in the light of weekly world developments. Emphasis upon the appreciation and development of logic and style in critical thought in considering international and domestic conflicts, human rights and institutional effectiveness, freedom and responsibility, and resources, technology, and the environment. Credit, 3 semester hours. Honors students receive General Education credit for a course in the Social Sciences Division.

HON 1510. Contemporary Issues in Science and Technology

An interdisciplinary examination of scientific and technological issues of current global significance. The scientific principles relating to each topic will be examined, followed by analysis of management possibilities and problems, technological applications, and implications for society. Where appropriate, laboratory experiences (both on and off campus) will be involved which expose the student to relevant techniques and methodology. Credit, 3 semester hours. Honors students receive General Education credit for a course in the Physical Science area of the Natural Sciences and Mathematics Division.

HON 2000. The Humanistic Tradition I: From the Ancient World to 1500

An interdisciplinary seminar in humanities that surveys, within historical and cultural contexts, a selection of works of art, architecture, literature, music, and philosophy, Honors 2000 focuses on significant cultural legacies from the beginnings of human cultures to 1500. Credit, 3 semester hours. Honors students receive General Education credit for a course in the Divisional Electives area of Humanities.

HON 2010. The Humanistic Tradition II: From 1500 to the Contemporary Age

An interdisciplinary seminar in humanities that surveys, within historical and cultural contexts, a selection of works of art, architecture, literature, music, film, and philosophy, Honors 2010 focuses on significant cultural legacies from the last 500 years. Credit, 3 semester hours. Honors students receive General Education credit for a course in the Divisional Electives area of Humanities.

HON 2510. Horizons in Math and Computer Science

Current approaches to mathematical modeling, data acquisition, and data analysis with respect to natural systems, emphasizing microcomputer applications to scientific problems. Students will gain experience in the use of available computational resources, including commercial software, microcomputers, and mainframe facilities. Credit, 3 semester hours. Honors students receive General Education credit for a course in the Divisional Electives area of Natural Sciences and Mathematics.

HON 2750. The Individual in Society

Recent topics concerning advances in the study of human behavior are examined within a seminar format. Relevant readings are assigned on brain/behavior connections, social roles, and theories of

personality. Class presentations and discussion form a major portion of the course. Honors students receive General Education credit for a course in the Social Sciences Division.

HON 3000. Cultures in Contact

This course is designed to introduce students to a specific world culture through a variety of methods. The readings will include sociological, economic, historical, and fictional accounts of this country. The objective is to learn about another culture while also learning how to approach the study of and engagement with that culture. There will also be a travel component to provide for first-hand engagement with the culture studied. Credit, 3 semester hours.

HON 4000. Research Methods and Prospectus

Preparation of a prospectus for the thesis or project, in consultation with an advisor. Group discussion on the methodology, standards, and experience of research and criticism. Pass/Fail grading. Credit, 1 semester hour.

HON 4500. Honors Thesis/Project

Preparation of a thesis or project in consultation with a faculty committee chosen by the student; presentation of the work in seminar. Independent study in the student's major is encouraged. Credit, 3 semester hours.

HON 4990. Honors Independent Study

Open to Honors College students to pursue supervised independent innovative learning. Independent study may include laboratory research, study abroad, or mentored independent projects. Requires written permission of the proposed mentor and the Honors College Dean. Credit, 1 - 3 semester hours. May be repeated for a total of 6 hours in no more than two semesters.

BACHELOR OF INTERDISCIPLINARY STUDIES PROGRAM

Director: James W. Robinson
Associate Director: Victor Bahouth

INTERDISCIPLINARY STUDIES COUNCIL

Alfred Bryant	Jamie Litty	Ramin Maysami
Enrique J. Porrúa	Jeremy Sellers	John E. Spillan
Dennis Sigmon	Charles Tita	Chris Ziemnowicz

The Bachelor of Interdisciplinary Studies (BIS) program is exclusively designed for learners with at least two years of transferable credit from institutions other than UNCP, who hold either Associate in Applied Arts or Associate in Applied Science degrees. 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.

The BIS is intended for a set of diverse students who bring to the university many academic, personal, and work-related experiences. They may choose the BIS program because (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) they review their personal plans and recognize that they can effectively meet their most important goals for a bachelor's degree through the BIS.

BIS Completion Requirements

The Bachelor of Interdisciplinary Studies degree requires that a student:

1. Hold an Associate in Applied Arts or an Associate in Applied Science degree from a two year institution upon program admission.
2. Meet The University of North Carolina at Pembroke's general education core requirements.
3. Complete a course of study in a specific Interdisciplinary Studies Major with an earned average grade point of 2.0 or better for the courses taken. At least 25 per cent 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). Only 60 credit hours may be transferred from two-year institutions (including 30 hours credit awarded for completion of Applied Associate degree from such institution). The number of credit hours permitted from any department, school, or college of UNCP will be restricted by discipline specific accreditation standards.
4. Transfer or take a balance of elective or support courses to meet the total credit requirements of any particular Interdisciplinary Studies Major.
 5. Complete all other requirements for baccalaureate graduation at The University of North Carolina at Pembroke.
 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.

B.I.S. IN APPLIED PROFESSIONAL STUDIES

The Bachelor of Interdisciplinary Studies in Applied Professional Studies prepares graduates with core competencies necessary for successful careers in for-profit business. Combined with solid training in communication and writing skills, these competencies include basic understandings of economics, finance, statistics, decision sciences, management, and marketing. Beyond these core competencies, students receive training in one of six areas of specialization: Advertising, Allied Health Leadership, Economic Development, Financial Administration, Health Promotion, or Office Administration.

Similar to other majors within the Bachelor of Interdisciplinary Studies Degree program, the BIS in Applied Professional Studies is intended for those interested in obtaining a highly relevant and practical degree that provides advancement opportunities in their current employment, and for those who are starting or interested in changing their professional careers. The program of study for the BIS in Applied Professional Studies consists of five components: General Education Requirements (44 hours); Core Requirements (21 hours), Track Requirements (15 hours), 30 hours upon verification of the student's holding an Applied Associate Degree, and Electives (10 hours).

Requirements for a Bachelor of Interdisciplinary Studies Degree:	Sem. Hrs.
Major in Applied Professional Studies	
General Education Requirements , including:	44
ECN 1000 Economics of Social Issues	
ECN 2030 Principles of Macroeconomics	
ENG 1050 Composition I	
ENG 1060 Composition II	
MAT 1070 College Algebra	
MAT 2100 Statistics I	
PED 1010 Wellness and Fitness	
PLS 1010 Introduction to American National Government	
Core Requirements:	21
DSC 2090 Spreadsheet and Database Management	
ECN 2020 Principles of Microeconomics	
ENG 3580 Professional Writing	
FIN 2400 Foundations of Finance	
FIN 3000 Finance for Small and Entrepreneurial Businesses	
And 6 additional hours from the following:	
MGT 3060 Organization & Management	
MGT 3090 Organizational Leadership	
MKT 3120 Principles of Marketing	
SOC 4250 Organizations in Society	

Tracks (Choose one of the six tracks below):

15

Advertising:

MCM 2100 Introduction to Mass Communication
 MCM 2400 Writing for the Media
 PRE 2700 Introduction to Advertising or MKT 4300 Integrated
 Marketing Communications
 MKT 3200 Consumer Behavior
 And 3 additional hours from the following:
 BRD 3130 Broadcast Copywriting
 PRE 4150 Advertising Media
 (also recommended: ART 2500 Intermediate Digital Arts, BRD
 4160 Broadcast Advertising and Sales)

Allied Health Leadership:

ECN 3740 Health Economics
 PHI 3760 Medical Ethics
 SOC 2800 Health & Society
 SOC 3010 Community Health Organizations & Society
 SOC 3730 Health Promotions and Wellness

Economic Development:

ECN 4080 Economic Development
 ECN 3300 Public Finance or ECN/FIN 3500 Survey of Ethics in
 Economics and Finance
 SOC 3180 Community Development
 SOC 4250 Organizations in Society
 SOC 4420 Community Resource Development

Financial Administration:

ACC 2270 Financial Accounting
 ACC 2280 Managerial Accounting
 FIN 3050 Risk Management
 FIN 3100 Business Finance
 FIN 4100 Financial Management

Health Promotion:

HLTH 2000 Principles of Health & Fitness Promotion
 HLTH 3300 Health Promotion & Fitness Skills
 HLTH 4100 Health and Fitness Behavior Changes
 HLTH 4700 Planning, Administration, Evaluation of Program
 SOC 3120 Sport and Contemporary Society
 (Additional recommended course: HLTH 1090 Healthful Living)

Office Administration:

MCM 2100 Introduction to Mass Communication
 MGT 3090 Organizational Leadership (or MGT 4080 Human
 Resource Management)
 PRE 2200 Public Relations
 PRE 3500 Organizational Communications
 And 3 additional hours from the following:
 SOC 4250 Organizations in Society
 SOC 4400 Conflict Management

Validation of Applied Associate Degree

30

Electives

10

Total: 120

B.I.S. IN APPLIED INFORMATION TECHNOLOGY

The Bachelor of Interdisciplinary Studies in Applied Information Technology builds upon computer programming skills as core requirements, and augments such proficiencies with management of information technology and communication skills. Courses in decision sciences such as operations management, statistics, and project management enhance these skills. Graduates will be ready for a variety of practical careers requiring application of computers and computing/statistical skills to managerial decision-making. The program of study for the BIS in Applied Information Technology consists of five components: General Education Requirements (44 hours); Core Requirements (27 hours), Track Requirements (18 hours), 30 hours upon verification of the student's holding an Applied Associate Degree, and Electives (3 hours).

Requirements for a Bachelor of Interdisciplinary Studies Degree:	Sem. Hrs.
Major in Applied Information Technology	
General Education Requirements, including:	44
ENG 1050 Composition I	
ENG 1060 Composition II	
MAT 1070 College Algebra	
Core Requirements:	27
CSC 1750 Introduction to Algorithms	
CSC 1760 Introduction to Programming	
CSC 2050 Introduction to Programming C	
DSC 2090 Spreadsheet and Database Management	
ENG 3580 Professional Writing	
MGT 3060 Organization & Management	
ITM 3010 Management Information Systems	
ITM 3500 Database Management Systems	
SOC 2200 Computers and Society	
Track:	18
Operations Management:	
DSC 3130 Business Statistics I	
DSC 3140 Business Statistics II	
ITM 4400 Project Management	
MGT 4410 Operations Management	
MGT 4420 Supply Chain Management	
SOC 4400 Conflict Management	
Validation of Applied Associate Degree	30
Electives	6
	Total: 122

B.I.S. IN CRIMINAL JUSTICE

The Bachelor of Interdisciplinary Studies in Criminal Justice prepares graduates for a variety of criminal justice careers, including traditional police, courts, and corrections jobs in the public sector and ever expanding opportunities in the private sector. This major gives students an overall understanding of the organization and administration of the American criminal justice system and an academic concentration to enhance specific knowledge and skills in one of three areas: Applied Information Technology, Forensics, or Sociology. The program of study for the BIS in Criminal Justice consists of four components: General Education Requirements (44 hours); Core Requirements (27 hours); Track Requirements (24 hours for Applied Information Technology, 26 hours for Forensics, or 24 hours for Sociology); and 30 hours upon verification of the student's holding an Applied Associate Degree.

Requirements for a Bachelor of Interdisciplinary Studies Degree: Major in Criminal Justice	Sem. Hrs.
General Education Requirements , including:	44
<i>For all Tracks:</i>	
MAT 1050 Introduction to College Mathematics	
SOC 1020 Introduction to Sociology	
<i>For the Forensics Track only:</i>	
BIO 1000 Principles of Biology	
CHM 1300 General Chemistry I	
CHM 1310 General Chemistry II	
PSY 1010 Introductory Psychology	
Core Requirements:	27
CRJ 2000 Introduction to Criminal Justice	
CRJ /SOC 2400 Criminology	
CRJ 3000 Criminal Law	
CRJ 3150 Criminal Investigation	
CRJ/SOC/SWK 3600 Social Statistics	
CRJ/SOC 3610 Social Research	
CRJ 4000 Criminal Procedure	
CRJS 4xxx Special Topics in Criminal Justice	
3 additional hours of courses with a CRJ prefix or cross-listed with CRJ	
Tracks (Choose one of the three tracks below):	21-26
Applied Information Technology:	
DSC 2090 Spreadsheet and Database Management	
MGT 3060 Organization and Management	
MGT 3090 Organizational Leadership	
ITM 3010 Management Information Systems	
ITM 3500 Database Management Systems	
ITM 4400 Project Management	
ITM 4600 Systems Security, Reliability, & Privacy	
Forensics:	
BIO 3180 Principles of Genetics	
BIO 3710 Cell Biology	
BIOL 1000 Principles of Biology Lab	
BTEC 3220 Biotechnology I	
CHM 1100 & 1110 General Chemistry Laboratory I & II	
CHM 2500 Organic Chemistry I	
CHM 3110/3120 Biochemistry I & Experimental Methods in Biochemistry	
MAT 1070 College Algebra	
(Additional Recommended Courses: BIO 1020 General Zoology and CHM 2270 Analytical Chemistry)	
Sociology:	
SOC 2090 Social Problems in Modern Society	
SOC 3210 Social Inequalities	
SOC/CRJ 3680 Law and Society	
SOC/CRJ 4400 Conflict Management	
12 additional hours at the 3000-4000 level of courses with a SOC prefix or cross-listed with SOC	
Validation of Applied Associate Degree	30

Total:

122-127

B.I.S. IN HOSPITALITY

The Bachelor of Interdisciplinary Studies in Hospitality prepares students for a variety of rewarding careers in the growing hospitality industry. Equipped with entrepreneurial skills in addition to management, marketing, and strong communication proficiencies, graduates will be well-positioned for employment at managerial ranks in resorts and spas as well as restaurant and hotels. The program of study for the BIS in Hospitality consists of five components: General Education Requirements (44 hours), Core Requirements (30 hours), Track Requirements (16 hours), and 30 hours upon verification of the student's holding an Applied Associate Degree.

Requirements for a Bachelor of Interdisciplinary Studies Degree:	Sem. Hrs.
Major in Hospitality	
General Education Requirements , including:	44
ECN 1000 Economics of Social Issues	
ENG 1050 Composition I	
ENG 1060 Composition II	
PSY 1010 General Psychology	
MAT 2100 Statistics I	
Core Requirements:	30
ENG 3580 Professional Writing	
ENTR 2000 Innovation	
ENTR 2100 Growth and Sustainability	
FIN 3000 Finance of Small and Entrepreneurial Businesses	
MGT 3060 Organization and Management	
MGT 4080 Human Resource Management	
MKT 3120 Principles of Marketing	
MKT 4300 Integrated Marketing Communications	
PSY 2700 Industrial/Organizational Psychology	
SPE 2000 Interpersonal Communication	
Track:	16
Resort, Hotel and Restaurant Administration	
ENTR 4000 Planning and Strategy	
HLTH 2060 Nutrition	
MKT 4200 Personal Selling and Sales Management	
REC 4400 Tourism and Commercial Recreation	
SOC 4250 Organizations in Society	
SOC 4400 Conflict Management	
Validation of Applied Associate Degree	30
	Total: 120

B.I.S. IN PUBLIC AND NON-PROFIT ADMINISTRATION

The Bachelor of Interdisciplinary Studies in Public and Non-Profit Administration prepares graduates for a variety of careers in local, state, and national government and a variety of not-for-profit organizations, like social service agencies, hospitals, schools, religious organizations, and philanthropic foundations. This major gives students an overall understanding of the organization and administration of public and non-profit organizations and their relations with other local, state, national, and international entities. Beyond this foundation, students may craft a specialization to fit their future career goals or choose to receive training in one of five pre-set areas of specialization: Allied Health Administration, Communication, Financial Administration, Public Management, or Spanish. The program of study for the BIS in Public and Non-Profit Administration consists of five components: General Education Requirements (44 hours); Core Requirements (24 hours); Track Requirements (18 hours for General, Accountancy, Communication, or Spanish; 15 hours for Public

Management); 30 hours upon verification of the student's holding an Applied Associate Degree; and 4 to 7 hours for Electives.

Requirements for a Bachelor of Interdisciplinary Studies Degree: Major in Public and Non-Profit Administration **Sem. Hrs.**

General Education Requirements, including: **44**

For all Tracks:

- ECN 2020 Principles of Microeconomics
- PLS 1000 Introduction to Political Science or PLS 1010 American National Government
- SOC 1020 Introduction to Sociology

For the Financial Administration Track only:

- MAT 1070 College Algebra
- MAT 2100 Introduction to Statistics
- (Students interested in the Spanish Track or taking Spanish courses under the General Track who are not placed into one of the intermediate Spanish courses based on transferred credits or testing must also take the beginning SPN 1310/1320 Spanish sequence.)*

Core Requirements: **24**

- MGT 3060 Organization and Management
- MGT 3080 Organizational Leadership
- MKT 3120 Principles of Marketing
- PLS 2010 American State Government or PLS 2020 Local Government in the U.S.
- SOC 2090 Social Problems in Modern Society
- SOC 4180 Voluntary Associations and Non-Profit Organizations
- SOC 4420 Community Resource Development
- SOC 4850 Internship or MGT 4800 Management Internship or PLS 3600 Introductory Internship in Political Science (3 hrs.)
- (Additional recommended courses: ENG 3700 Advanced Composition or ENG 3580 Professional Writing, and ENG 4090-4129 Special Topics in Composition and Rhetoric)*

Tracks (Choose one of the five tracks below): **15-18**

General: (18 hours from the following list of courses without other specific Track; at least 12 hrs must be at the 3000-4000 level. Only 12 hours taken from this list may be courses that have ECN, FIN, or MGT prefixes.)

- ACC 2270 Financial Accounting
- ACC 2280 Managerial Accounting
- ACC 4500 Governmental and Not-for-Profit Accounting
- AIS 4020 Federal Policy and the American Indian
- AIS 4600 American Indian Health
- ECN 3070 Internet Economics
- ECN 3080 Environmental Economics
- ECN 3300* Public Finance
- ECN 3500 Survey of Ethics in Economics and Finance
- ECN 3740 Health Economics
- ECN 4070* Labor Economics
- ECN 4080* Economic Development
- ENV 4100 Environmental Laws and Regulations
- FIN 3100* Business Finance
- MGT 3010 Organizational Crisis Management

General (cont.)

- MGT 3030 Business Communications
 - MGT 4070 Organizational Theory
 - MGT 4080 Human Resource Management
 - MGT 4300 Business Ethics and Social Responsibility
 - MCM 2100 Introduction to Mass Communication
 - MCM 3600 Media and Culture
 - PAD 2100* Introduction to Public Administration
 - PHI 2040 Introduction to Ethics
 - PHI 4430 Business Ethics
 - PRE 2200 Public Relations
 - PRE 3500 Organizational Communications
 - PLS 3010* Political Parties and Interest Groups in the United States
 - PLS 3800 International Organizations
 - PSY 2160 Social Psychology
 - PSY 2700 Industrial/Organizational Psychology
 - PSY 3160 Psychology of Leadership
 - SOC 3010 Community Health Organizations and Services
 - SOC 3030 The Family
 - SOC 3130 The Community
 - SOC 3140 Collective Behavior and Social Movements
 - SOC 3180 Community Development
 - SOC 3210 Social Inequalities
 - SOC 3240 Sociology of Poverty
 - SOC 3540 Gender and Society
 - SOC 3670 Social Deviance
 - SOC 3690 Sociology of Mental Disorders
 - SOC 3730 Health Promotions and Wellness
 - SOC 3750 Death and Dying
 - SOC 3790 Substance Abuse Prevention
 - SOC 4250 Organizations in Society
 - SOC 4400 Conflict Management
 - SOC 4530 Family Violence
 - SOC 4620 Sociological Social Psychology
 - SPN 2310 Intermediate Spanish I or SPN 2320 Intermediate Spanish
II or SPN 3120 Spanish Conversation
 - SPE 3580 Discussion and Debate
 - SWK 3830 Child Welfare Services
- *Students who take this course must also take additional prerequisites,
which will add credit hours to their program.*

Allied Health Administration:

- ECN 3740 Health Economics
- PHI 3760 Medical Ethics
- SOC 2800 Health & Society
- SOC 3010 Community Health Organizations & Society
- SOC 3730 Health Promotions and Wellness
- SOC 3750 Death and Dying

Communications:

- SPE 2000 Interpersonal Communication
- SPE 2010 Fundamentals of Speech
- MCM 2100 Introduction to Mass Communication

Communications (cont.):

PRE 2200 Public Relations

And 6 additional hours from the following: MGT 3030 Business Communication, BRD 3130* Broadcast Copywriting, SPE 3580 Discussion and Debate, PRE 3500 Organizational Communications, or ENG 3250 Language in Society.

**Students who take this course must also take MCM 2400, which will add 3 credit hours to their program.*

Financial Administration:

ACC 2270 Financial Accounting

ACC 2280 Managerial Accounting

ECN 3300 Public Finance or ECN/FIN 3500 Survey of Ethics in Economics and Finance

FIN 3050 Risk Management

FIN 3100 Business Finance

FIN 4100 Financial Management

Public Management:

ECN 3300 Public Finance

PLS 1010 Introduction to American National Government

PLS 2330 Introduction to Theory and Methodology

PLS 3010 Political Parties and Interest Groups in the United States

PLS 3020 Administration of Municipal Government in the U.S.

Spanish:

SPN 2310* and 2320* Intermediate Spanish I & II; or SPN 2330* Spanish for Heritage Speakers plus 3 additional hours from the elective list below

SPN 3110 Spanish Composition and Review of Grammar

SPN 3120 Spanish Conversation

And 6 additional hours from the following: SPN 3150 Analytical Skills and Critical Aspects of Spanish, SPN 3200 Literary Analysis and Criticism in Spanish, SPN 3210 Survey of Spanish-American Literature I, SPN 3220 Survey of Spanish-American Literature II, SPN 3310 Survey of Literature of Spain I, SPN 3320 Survey of Literature of Spain II, SPN 3360 History of Spanish Language, SPN 3610 Civilization and Culture of Spanish America, SPN 3620 Civilization and Culture of Spain, SPN 3700 Advanced Grammar and Composition, SPN 3710 Business Spanish, or SPN 4510 Study Abroad

**Students who are not placed into one of the intermediate Spanish courses based on transferred credits or testing must take the beginning SPN 1310/1320 sequence, which will add 6 credit hours to their program.*

Validation of Applied Associate Degree

Electives

30

4-7

Total: 120

TEACHER EDUCATION PROGRAMS

The University offers teacher licensure programs through the School of Education and secondary licensure programs through departments in the College of Arts and Sciences.

For a description of the Teacher Education program and its requirements and policies, see the School of Education section.

The Teacher Education Program at UNCP is a cross-disciplinary program, governed by the Teacher Education Committee and administered by the Dean of the School of Education. General information about admission to the Teacher Education Program, policies and procedures, licensure and testing requirements, special programs, and resources appears in the School of Education section of this catalog. Please note that 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. If you are looking for information about a specific program area, refer to the chart below to find out where it is housed and the name of the program coordinator.

Undergraduate Licensure Program Area	Location	Program Coordinator
English (Secondary Education 9-12 , Middle Grades Language Arts 6-9)	Dept. of English, Theatre, and Foreign Languages	Dr. Denise Feikema
Mathematics Education (secondary 9-12, middle grades 6-9)	Dept. of Mathematics and Computer Science	Dr. Mary Klinikowski
Science Education (secondary 9-12, middle grades 6-9)	Dept. of Biology	Ms. Mary Ash
Social Studies Education (secondary 9-12, middle grades 6-9)	Dept. of History	Dr. Jeffrey Lucas
Art Education (K-12)	Dept. of Art	Dr. Tulla Lightfoot
Music Education (K-12)	Dept. of Music	Dr. José Rivera
Health/Physical Education (K-12)	Dept. of Health, Physical Education, and Recreation	Dr. Denny Scruton
Special Education (K-12)	Dept. of Educational Specialties	Dr. Marisa Scott
Birth to Kindergarten (B-K)	Dept. of Educational Specialties	Dr. Betty Wells Brown
Elementary Education (K-6)	Dept. of Elementary Education	Dr. Kelly Ficklin
Spanish Licensure (K-12)	Dept. of English, Theatre, and Foreign Languages	Ms. Ana Cecilia Lara

SPECIAL PROGRAMS AND INTERDISCIPLINARY PROGRAMS

TEACHING FELLOWS PROGRAM

Director: Karen Granger

The University of North Carolina at Pembroke is one of the seventeen institutions participating in the North Carolina Teaching Fellows Program. The Program is funded by the State of North Carolina to attract the “best and brightest” students to the teaching profession. Each Teaching Fellow receives a \$26,000 scholarship (\$6500/year for four years) and is required to teach in North Carolina for at least four years.

Teaching Fellows choosing to attend UNC Pembroke participate in an academically and culturally enriched teacher education program. Throughout their program of study at UNCP, Teaching Fellows participate in monthly seminars on topics including cultural diversity, leadership development, and other issues of importance to future teachers. The seminars are led by faculty, area educators, and leaders from the public and private sectors. Teaching Fellows work closely with select faculty mentors on research and special projects.

Educational and recreational field trips provide Teaching Fellows the opportunity for personal and professional development. Special social events are scheduled each semester. Teaching Fellows participate in activities coordinated by the Public School Forum during the summers following their freshman, sophomore, and junior years.

Additional information on the program is available from the Teaching Fellows Program Office.

COLLEGE OPPORTUNITY PROGRAM

Director: Deana Johnson

Kathryn Allen Robin L. Snead

The College Opportunity Program (COP) 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. The application for admission should be filed as early as possible.

Students enter the College Opportunity 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 15-17 hours of academic courses. In addition, students meet regularly with the COP 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 College Opportunity Program (made a “C” or higher in ENG 0104, FRS 1000, ENG 1050, and ENG 1060) then continue at the University as other regularly admitted students.

ENTREPRENEURSHIP CERTIFICATE PROGRAM

Director: Michael Menefee

The Entrepreneurship Certificate Program (ECP) provides UNCP students in good standing from all majors the opportunity to learn how to start and manage their own businesses. The ECP consists of five courses (15 hours) in a 2-2-1 format. The first course (ENTR 2000) in the program covers business start-ups. The second course (ENTR 2100) covers business sustainability. The next two designated courses are from the major field of the student, of 3000 or higher level, with departmental approval and determined before the student matriculates in this program. The last course (ENTR 4000) helps the student create a comprehensive business plan. An entrepreneurship certificate will be granted after the successful completion of the program provided the student has a “C” average in the major courses and a “C” average in the Entrepreneurship courses.

Requirements for an Entrepreneurship Certificate	Sem. Hrs.
Required ENTR Courses: ENTR 2000, 2100, 4000	9
Other Required Courses: Two 3000- or higher-level courses in the student's major field, with departmental approval	6

Total: 15**COURSES (ENTR)**

See the School of Business for course descriptions.

INTERDISCIPLINARY MAJORS AND MINORS**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 the Department of Biology section 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).

AFRICAN AMERICAN STUDIES MINOR

Coordinator: Frederick H. Stephens

The Departments of Social Work; English, Theatre, and Foreign Languages; Geology and Geography; History; and Political Science and Public Administration offer a multidisciplinary minor in African American Studies. This program is designed to introduce the student to the knowledge base of African American contributions to American society and to provide a theoretical approach to understanding African American culture. The student interested in this multidisciplinary minor will have the opportunity to conduct research in areas of African American Studies.

Requirements for an African American Studies Minor	Sem Hrs.
---	-----------------

Guided Electives: Students must take 18 hours from the courses below, selecting courses from at least three different areas (i.e., SWK, ENG, GGY, HST, PLS).*

Area 1: Social Work/Sociology and Criminal Justice

SWK 3820/SOC 3820 African American Populations

Area 2: Literature

ENG 2100 African American Literature; ENG 3100 The Harlem Renaissance; ENG 4250 African American Rhetorics; ENGS 2xxx (approved topics only); ENGS 4xxx (approved topics only)

Area 3: Geography

GGYS 4xxx (approved topics only)

Area 4: History

HST 1030 Introduction to African American History; HST 3610 African American History to 1863; HST 3620 African American History Since Emancipation; HST 3750 Sub-Saharan Africa; HST 4360 Civil Rights Movement; HST 4020 (approved topics only); HSTS 4xxx (approved topics only)

Area 5: Political Science

PLS 3750 Politics in the Developing World; PLSS 3000-3100 (approved topics only); PLS 3980 (approved topics only); PLS 4200 (approved topics only); PLS 4300

Total: 18

*Permission of the African American Studies Coordinator is required before any topics course may be used to meet the requirements for the minor in African American Studies.

AMERICAN STUDIES MINOR

Coordinator: Ryan K. Anderson

American Studies is an academic discipline concerned with the diversity of the American experience; it is a liberal arts program designed to provide students with an opportunity for multidisciplinary study of the culture of the United States through a variety of perspectives, including history, art, music, literature, film, ethnic studies, and gender studies. Having a cultural studies focus, the program examines America through forms of expression and through its major social, economic, and political structures, both in the past and the present.

See the Department of History for a complete description of this program.

APPLIED GERONTOLOGY MINOR

Coordinators: Stephen M. Marson with the assistance of David Dran

The Programs in Biology; Nursing; Health, Physical Education, and Recreation; Sociology; and Social Work offer an interdisciplinary Minor in Applied Gerontology. The Minor is designed to enhance the student's knowledge base in gerontology for both personal growth and professional advancement. The Minor offers the student understanding of causal linkages between the changes in biological functioning and their psychosocial adaptations. The Minor also addresses the manner in which one can effectively deal with the changes of aging while still maintaining a productive life. Any course that is offered by the Southeastern Gerontology Consortium [SGC] is automatically approved for the Minor. For more information about the SGC, see www.uncp.edu/gerontology.

In order to successfully complete the Minor in Applied Gerontology, the student is required to enroll in a field practicum within his/her major. The internship must be completed under the auspices of an institution or agency whose primary function is related to the elderly population.

Requirements for an Applied Gerontology Minor

Select 17 hours from the following: BIO 1030 or PED 3490 (3), SWK 2700 (2), NUR 3300 (3), PSY 3050 (3), REC 4250 (3), SWK 3000 (3), SOC 3750 (3), SWK 3840 (3), and any course with the GERS designation sponsored by the Southeastern Gerontology Consortium
Complete a field practicum in an agency that serves the elderly population

Sem. Hrs.

Total: 17

ASIAN STUDIES MINOR

Coordinator: TBA

The Asian Studies minor satisfies a demand for more knowledge of Asia, a region with growing importance in global business, international politics, and world environmental issues. As an interdisciplinary program, it enhances the portfolio of UNCP graduates as they enter the increasingly competitive workplace where nuanced and informed decision-making is key in a globally diverse and complex society.

See the Department of History for a complete description of this program.

BRITISH STUDIES MINOR

Coordinator: Charles Beem

The Departments of History; English, Theatre, and Foreign Languages; and Philosophy and Religion offer a minor in British Studies. This program is designed to provide an interdisciplinary curriculum for History majors pursuing an emphasis in British history and English majors specializing in British literature, to broaden their understanding of the cultural, social, and political evolution of Great Britain.

See the Department of History for a complete description of this program.

ENTREPRENEURSHIP MINOR

Coordinator: Michael Menefee

The minor in entrepreneurship provides students the opportunity to learn how to start and manage their own businesses. The minor consists of six courses (18 hours). The first two courses in the minor cover business start-up (ENTR 2000) and sustainability (ENTR 2100). The next three courses focus on marketing (MKT 3120), finance (FIN 3000), and law (BLAW 2150). The last course (ENTR 4000) in strategy helps the student create a comprehensive business plan.

Requirements for an Entrepreneurship Minor

Required Courses: ENTR 2000, 2100, 4000, BLAW 2150, MKT 3120,
FIN 3000

Sem. Hrs.

18

Total: 18

GENDER STUDIES MINOR

Coordinator: E. Brooke Kelly

Gender Studies is an interdisciplinary minor focusing on the development, maintenance, and consequences of gender in everyday life. The minor includes courses from Sociology, Social Work, History, English, American Indian Studies, and Nursing to provide a well-rounded understanding of gender. See www.uncp.edu/gender for further information.

Requirements for a Minor in Gender Studies

Students must take 18 hours from the courses listed below, selecting courses from at least two different disciplines (AIS, ENG, HST, NUR, SOC, or SWK)*:

AIS/HST 4250, ENG 2080, HST 3800, HST 4070, HST 4120,
NUR 4210, SOC 3030, SOC 3540, SOC 3890, SOC/SAB 4610,
SOC/SWK 3870, SWK 3040

Sem. Hrs.

Total: 18

*Permission of the Gender Studies Coordinator is required before any special topics course may be used to meet the requirements for the minor in Gender Studies.

HISPANIC STUDIES MINOR

Coordinator: Enrique J. Porrúa

The Departments of American Indian Studies; English, Theatre, and Foreign Languages; History; Political Science and Public Administration; Social Work; and Sociology and Criminal Justice offer a minor in Hispanic Studies. This program is designed to provide an interdisciplinary curriculum for students pursuing a better understanding of the cultural, linguistic, social, and historical aspects of the Spanish-speaking world.

Requirements for a Minor in Hispanic Studies

Core Requirements

SPN 2310 and 2320

Guided Electives: Four courses from at least two different departments,
with a minimum of three 3000- or 4000-level courses

American Indian Studies: AIS 4xxx

English and Theater: ENG 2190, ENGS 22xx, 33xx, 44xx

Foreign Languages: SPN 3110, 3120, 3210, 3220, 3310, 3360, 3510,
3610, 3620, 4210, 4220, 4550, SPNS 4xxx

History: HST 3840, 3850, 3860, 3870, 3990, 4990, HSTS 4xxx

Sem. Hrs.

6

12

Guided Electives (cont.)

Political Science: PLS 4300

Social Work: SWK 3750, SWKS 4xxx

Sociology and Criminal Justice: SOCS 4xxx

World Studies: WLS 2990

(Special topics courses related to Hispanic Studies must be approved by the program coordinator and department chair.)

Total: 18**JEWISH AND MIDDLE EASTERN STUDIES MINOR**

Coordinator: Mordechai Inbari

The Jewish and Middle Eastern Studies Minor presents a multi-disciplinary program committed to innovative teaching in a broad range of fields including Ancient Near East, Jewish Studies, Islamic and Middle East Studies, and Israel Studies. Dedicated to intellectual openness and pedagogic excellence, the program offers courses that engage critical questions of the history, religion, culture, language, and social and political science of Middle Eastern civilizations.

Requirements for a Minor in Jewish and Middle Eastern Studies**Sem. Hrs.**

Core Requirements

6

REL 3150; HST 3740 or REL 3030

Guided Electives: At least one History course, at least one Religion course, and 2 additional courses from the list below:

12

History: HST 3750, 3811, 4210, 4300, 4450, 4460; HSTS 4185, 4230

Religion: REL 2030, 2180, 3025, 3180, 3210, 3370, 4010, 4070, 4230

Political Science: PLSS 3030

Sociology and Criminal Justice: CRJ 2010

Foreign Languages: SPNS xxxx (when offered as Islamic Cultural Heritage in Spain)

Total: 18**MEDIA INTEGRATION STUDIES MINOR**

Coordinator: John Antoine Labadie

Media Integration Studies (MIS) is an opportunity for interdisciplinary study in digital studios within three academic departments: Art, Mass Communication, and Music. Projects and assignments emphasize various aspects of applied information technologies (IT) often termed multimedia. Instruction in the use of both hardware and software emphasizes the following areas: still digital image-making, digital photography, computer-based printing, digital audio recording and editing, MIDI (Musical Instrument Digital Interface), digital animation, and digital videography and editing. Additional courses for the MIS minor are offered by the departments of English, Philosophy, and Sociology and Criminal Justice. Students involved in the MIS minor thus have the opportunity to study, across six academic departments, both the practice of multimedia as well as the effects of such media on the individual, on society, and in the arts.

Requirements for a Media Integration Studies Minor**Sem. Hrs.****Required Courses:** ART 1450, ART/BRD/MUS 3800, 4580, 4800

12

Electives: Choose 2 courses from PHI 1020, MCM 2100, SOC 2220,

6

ENG 2900, ART 2500, BRD 2800, MUS 3580

Total: 18

NON-PROFIT LEADERSHIP MINOR

Coordinator: James W. Robinson

The interdisciplinary Non-Profit Leadership Minor offers an innovative curriculum that prepares students for service in the non-profit sector. This minor provides coursework and experiential training to position students to be effective 21st-century non-profit leaders in paid or volunteer capacities.

Requirements for a Minor in Non-Profit Leadership	Sem Hrs.
Required Courses: MGT 3060, MGT 3090, SOC 4180, SOC 4420, and SOC 4850 or MGT 4800	15-18
Elective Courses: select 3 hours from the following list if SOC 4850 is taken or 6 hours if MGT 4800 is taken: MGT 4070, MKT 3120, MCM 2100, PRE 2200, PRE 3500, SOC 2090, SOC 4250, or CRJ/SOC 4400	3-6
	Total: 21

PERSONNEL AND ORGANIZATIONAL LEADERSHIP MINOR

Coordinator: Ed Powers

The Departments of Psychology and Political Science and the School of Business offer an inter-departmental 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 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	Sem Hrs.
Psychology: select 3 courses from the following PSY 2160, 3160, 3170, 4030, 4150	9
Management/Administration: select 3 courses from the following MGT 3060, 3090, 4080, 4660; ECN 4070; PLS 2100, 3190, 3600	9
	Total: 18

A particular course cannot be used to satisfy the requirements of both a major and a minor at the same time.

SUBSTANCE ABUSE MINOR

Coordinator: Sherry Edwards

A 20-21 semester hour undergraduate minor in substance abuse is available to undergraduate students from any major. Students interested in obtaining jobs in substance abuse will find that completion of this minor will enhance their marketability with regard to entry-level jobs. Further, for those students interested in working toward North Carolina Substance Abuse Certification, the Coordinators will provide guidance and assistance that will facilitate the achievement of Certification in North Carolina.

Requirements for A Minor in Substance Abuse

Required Courses: SAB/CRJ 2830 or SWK 3800, SAB 3770, SAB 4550,
SOC 3780 or SAB 4610

Elective Courses: Select 8-9 hours from the following:

CRJ/SOC 3670, CRJ/SWK 3500, SAB/SWK 2700, SOC 2090,
SOC 3030, SOC/SWK 2450, SOC 3790

Sem. Hrs.

12

8-9

Total: 20-21**COURSES (SAB)****SAB 2700. Medical Terminology (SWK 2700)**

Students are introduced to the most frequently used medical terms and abbreviations. Intended primarily for students in social behavioral science curricula who seek careers in medical organizations. Credit, 2 semester hours.

SAB 2830. Interviewing Skills (CRJ 2830)

This course teaches practical skills and the theories behind them for interviewing and recording of interviews in legally and emotionally sensitive areas, such as knowledge about criminal conduct and victimization, child, domestic and substance abuse. Systems theory is applied to the selection of techniques to be used in different interviewing circumstances, recognizing such critical status distinctions as victim, witness, or suspect. The course employs lecture, discussion, readings, interviewing assignments, simulations, role-playing, audio-visual taping, and documentation exercises. Credit, 3 semester hours.

SAB 3770. Drug Use and Abuse (HLTH 3770)

A study of the types and functions of pharmaceutical treatments. Drug addiction is analyzed as a social, psychological, and biological process. Credit, 3 semester hours. Prerequisite: SOC 2010 or permission of instructor.

SAB 4550. Treatment of Alcohol and Drug Addiction (SWK 4550)

Substance abuse treatment and rehabilitation involving individual clients, families, and groups is addressed. Modalities of treatment, treatment planning, case management, and managed care in addictions are also addressed. Credit, 3 semester hours.

SAB 4610. Addiction and Women (SOC 4610)

An analysis of women's experiences of addiction, the societal response to female addiction, and the treatment resources and services that are needed to prevent and treat female addiction. Topics covered include the centrality of relationships in women's lives, sexual abuse and addiction, addiction and traditional gender roles, and parenting issues for substance abusing women. Credit, 3 semester hours.

TERRORISM STUDIES MINOR

Coordinator: Robert McDonnell

The minor in terrorism studies is designed to accommodate the student who is majoring in criminal justice, political science, religion, or some other discipline and is interested in pursuing a career in law enforcement, corrections, law, and/or government. It provides the student an interdisciplinary approach within the social sciences and addresses the unique challenges presented by terrorism and its impact on our national security and the political world. The program examines how this phenomenon impacts democratic societies and the geo-political environment in the face of an unparalleled threat environment.

Requirements for a Minor in Terrorism Studies

Core Courses: CRJ 2010, CRJ 4200, CRJ 4230

Electives: select three of the following courses: CRJ 4210, CRJ 4220, PLS
4170, REL/PLS 3025, REL 3280

Sem. Hrs.

9

9

Total: 18

WORLD STUDIES MINOR

Coordinator: Elizabeth Normandy

Eighteen semester hours are required for the satisfactory completion of the minor in World Studies. Courses that fulfill the requirements of the student's major area of study cannot be applied toward this minor. The minor is divided into specified and elective courses.

Requirements for a Minor in World Studies

World Studies: select two courses from WLS 2000, 2510, and 4500

Elective Courses: select four with coordinator (see below)

Sem. Hrs.

Total: 18

COURSES (WLS)

WLS 1000, 1010, 1020, 1030. University Convocation Program

The World Studies Committee offers four one-hour courses to encourage student attendance at campus lectures and cultural events. Each course is given on a Pass/Fail basis. To receive credit, students must attend ten events which have been approved by the World Studies Committee. Credit, 1 semester hour.

WLS 1500. Introduction to International and Intercultural Relations

This course is an academic and cultural introduction to the US system of higher education and the similarities and contrasts with other countries. Topics include the responsibilities of being good global citizens and adjustment issues in university life in the US and abroad. This course will prepare international or study abroad students for academic life in the US/foreign university and help develop the necessary skills to become successful global citizens. Credit, 1-3 semester hours.

WLS 2000. World Cultural Geography (GGY 2000)

Concept of culture applied to the human environment. Geographical variations and evolution resulting from the interaction between cultural and physical processes. Culture and technological change. Population and migration. Cultural effects on perception of the environment. Credit, 3 semester hours.

WLS 2100. Multicultural Center Internship

This internship will provide students with a deeper understanding of cultural relations and the administration of a cultural center. Students may be assigned research on a cultural topic and will be required to submit papers as well as prepare a related exhibit for public display. Credit, 3 semester hours, PREREQ: Approval of World Studies Minor Coordinator and the Director of the Multicultural Center.

WLS 2510. Introduction to World Politics (PSPA 2510)

This course gives students a basic understanding of the major issues and aspects of world politics. It includes an overview of trends in world politics in the twenty-first century, considers the relevant global actors, explores the relevance of non-state actors, and focuses on the increasing importance of issues relating to global welfare. A central premise is that world politics is a combination of political, historical, economic, and sociological factors which are not static. Credit, 3 semester hours. PREREQ: PSPA 1000 or 1010.

WLS 2990. Study Abroad

Students who successfully study abroad for a trip lasting a minimum of one week in a University-approved program will be required to prepare a substantive report regarding their experiences while abroad or report on a particular point of interest they may have researched while in a foreign country. Credit, 3 semester hours, Course may be repeated once for a maximum of 6 semester hours. PREREQ: Approval of the Office of International Programs.

WLS 3200. Service Internship

This internship is designed to provide credit for those students (especially volunteers) who provide

service to other cultures abroad, but could also be applied to service to groups of foreigners domestically. Students will be required to submit a substantive report regarding this experience. Credit, 3 semester hours. Course may be repeated once for a maximum of 6 semester hours. PREREQ: Approval of the Office of International Programs

WLS 4500. Seminar in International and Intercultural Relations

Research seminar to gain experience in formulating, designing, and implementing meaningful research projects in international and intercultural relations. A substantial paper will be prepared by the student and presented to the Seminar and World Studies faculty. Credit, 3 semester hours. PREREQ: Approval of World Studies Minor Coordinator.

ELECTIVE COURSES (Select four)

Courses must be selected by the student, approved by the Coordinator, and noted in the minor advisement file of the student. A minimum of 12 unduplicated semester hours will be chosen. Participating departments include:

Biology
Management, Marketing, and International
Business
Geology and Geography (Geography)
Foreign Languages

History
Philosophy and Religion
Political Science
Sociology and Criminal Justice

HEALTH PROFESSIONS PROGRAMS

In addition to the Bachelor of Science in Nursing, described in the College of Arts and Sciences section, the Departments of Biology and Chemistry and Physics provide curricula which 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 Counselor, or from any biology or chemistry faculty member.

PRE-HEALTH CURRICULA AND DEGREE PROGRAMS THAT LEAD TO THE HEALTH PROFESSIONS

Curricula	Degree Programs
Pre-Medical, Pre-Dental, Pre-Pharmacy, Pre-Medical Research, Pre-Veterinary Medicine, Pre-Medical Technology, Pre-Optometry, Pre-Nursing, Pre-Public Health, Pre-Allied Health, Pre-Physical/Occupational Therapy	B.S. Biology, B.S. Chemistry, B.S. Applied Physics, B.S. Psychology, B.S. Mathematics, B.S.N. Nursing

PREPROFESSIONAL CURRICULA IN MEDICINE

Although a B.S. degree is technically not a prerequisite for these 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 Departments of Biology and Chemistry and Physics offer B.S. programs with biomedical emphasis that enable a student to meet requirements for most professional schools. These programs are detailed in the program descriptions of the Departments of Biology and Chemistry and Physics.

ACADEMIC POLICIES

REQUIREMENTS FOR GRADUATION	59
ACADEMIC PROCEDURES AND POLICIES.....	61

REQUIREMENTS FOR BACCALAUREATE 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 insure 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 to 128 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 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.);
8. Be registered during the academic year in which the student’s graduation occurs;
9. Complete the last 25 percent of course work in residence at UNC Pembroke. An internship or study abroad program approved by the Dean and the Department Chair may be substituted unless it reduces the number of semester hours in residence at UNC Pembroke to fewer than 30;
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 FRS 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 regionally accredited institutions 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) (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 by October 1st for the following spring or summer commencement and March 1st for the following 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 of \$50 by the required date or an additional \$25 late filing fee will be charged;
 - c. If a candidate fails to qualify by the time of commencement, but does qualify at a later time, the student must submit another application and a \$25 diploma fee;
 - d. 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 winter 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. The diploma will be mailed 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

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. Have a minimum QPA of 2.0.
5. Be in good social standing.
6. Have an official transcript submitted to the UNCP Office of the Registrar immediately upon completion of the course.
7. Courses accepted for transfer credit will be evaluated in terms of UNCP’s academic policies, curriculum and the student’s proposed program at UNCP. Fractional credit will not be granted for partial completion of any course.
8. 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.
9. 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 7 semester hours each summer session term. 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.

Students entering as of fall 1994 who take more than 140 hours to complete a baccalaureate degree must pay a tuition surcharge of 50%. (See Tuition and Fees.)

ACADEMIC PROCEDURES AND POLICIES

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 = 0.0
B+=3.3	C = 2.0	D- = 0.7	T = 0.0
B = 3.0	C- = 1.7	F = 0.0	W 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. In determination of quality hours and quality point averages, an “I” is counted as an “F” until it is removed. An “I” grade does not fulfill prerequisite requirements.

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 or when special permission is granted to withdraw (see below, for withdrawal process). When a student receives a “W” grade, the grade is recorded, but the semester hours attempted are not counted as quality hours.

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 Grade	Course	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		2	x	0.0	=	0.0
			Total Quality Hrs. 16				Total Quality Pts. 39.1

$$\text{Quality Point Average} = 39.1 \text{ divided by } 16 = 2.44$$

*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 must be maintained. Individuals with less than a cumulative 2.0 are placed on either probation or suspension.

Students are advised of their academic status at the end of every 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.

Academic Probation

Continuing Students: A continuing student is placed on Academic Probation when his/her cumulative GPA falls below 2.0 at the end of any term (fall/spring/summer).

Students on academic probation are eligible to attend the University under specified provisions but are not in good standing. Enrollment for the probationary term will be limited to a maximum of 13 semester hours. At the end of the probationary term, 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 on at least 12 semester hours, excluding FRS 1000 and PE activity courses, for the probationary term.

Failure to meet one of the conditions above will result in suspension from UNCP for one semester.

First-Semester Freshmen and First-Semester Transfer Students: In addition to the requirements above, first-semester freshmen and first-semester transfer students who earn between 1.5 and 1.99 at the end of their first semester are placed on probation for one term and must meet the following to continue:

1. Develop a Success Contract with a member of the Center for Academic Excellence and adhere to guidelines established.
2. Meet monthly with their academic advisors.
3. Attend a minimum of three academic success seminars offered by the Center for Academic Excellence.

First-semester freshmen and first-semester transfer students who earn between 1.5 and 1.99 and are placed on probation must agree to participate in the above activities during the second semester or they are ineligible to return to UNCP for one semester. Additionally, these students must earn a minimum GPA of 2.3 or achieve good academic standing status at the end of the second term. Failure to meet one of these criteria will result in a one-semester suspension.

Academic Suspension

Continuing Students: If a continuing student does not meet the above GPA requirement(s) during the probationary semester, he/she will be suspended for one semester and can apply for readmission after the suspension semester (see Registrar's Website).

Following an initial suspension of one semester and being readmitted to the University on probation, failure to meet the GPA requirements at the end of the semester will result in a suspension for two semesters. After two semesters, the student may apply for readmission to UNCP (see Registrar's Website).

Students failing to meet the GPA requirements for continuation after the second suspension and readmission to UNCP will be suspended from the University for a minimum of three academic years.

NOTE: From time to time, students on suspension enroll at another institution to strengthen academic and study skills. While this can be a very beneficial use of the suspension semester, no credits earned while on suspension are transferrable to UNCP when readmitted.

First-Semester Freshmen and First-Semester Transfer Students: First-semester freshmen and first-semester transfers earning less than a 1.5 at the end of the first term of enrollment are placed on suspension and are ineligible to return to the University for one semester. They can apply for readmission after the suspension semester (see Registrar's Website). If readmitted, students will return on academic probation.

Suspension Appeals

A student who wishes to appeal his/her suspension must appeal to the Suspension Appeals Committee at least ten (10) work days prior to the first day of classes of the semester for which enrollment is sought. Appeals are coordinated by the staff of the Center for Academic Excellence. Individuals

wishing to appeal a suspension should contact the Center to schedule a meeting with a counselor to develop an appeals packet. Complete appeals packets include, at a minimum, letter of appeal, Success Contract, supporting documents of personal/medical reasons for performance, and 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.

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 ADVISEMENT

New Student and Family Orientation and Testing

The Office of New Student and Family Orientation 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 who are required to attend New Student and Family Orientation will be mailed information concerning the program. In addition, freshman students are required to attend the Becoming BRAVE Welcome Program 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. Any student who is placed into ENG 0104 is given the opportunity to challenge the placement in their first semester of enrollment. This placement challenge is offered during Welcome Week in the fall semester and the first week of class in the spring. Students are placed into the appropriate math course by major and advisement. 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.

In addition to Math and English, all incoming students with less than 15 hours of transfer work are required to test in order to place out of SPE 1020. Details regarding this assessment are provided at New Student Orientation.

Academic Advisement

New freshmen are advised by the staff of the Advising Center when registering for first semester courses, after which time they will be assigned faculty advisors. In most cases, Freshman Seminar instructors become their students' advisors until the student declares a major. As soon as a student

decides on a major, the student should take a Declaration of Major form to the department chair for the chosen major. The chair will assign 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 Academic Excellence 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. Each student must register online prior to the first day of class. After classes begin, each student must register in person in the Office of the Registrar.

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

After a student has completed registration the only way the student's schedule can be changed is through the drop-add procedure. To add a course a student must obtain a Course Add Form from an academic department, complete the form, have it approved by his or her advisor, obtain the signature of the gaining professor, and present the form to the Office of the Registrar. To drop a course a student must obtain a Course Withdrawal Form from an academic department, complete the form, have it approved by his or her advisor, and present the form to the Office of the Registrar.

A student may withdraw from a course after the drop-add period but prior to and including the last day of the first week of classes after midterm grades are reported, with a grade of W, if the student obtains the signature of her or his advisor and instructor. Students entering UNCP as freshmen will

have the option of withdrawing from a maximum of 15 semester hours of coursework.

A student who transfers to UNCP may not withdraw from more than the maximum number of hours of coursework as determined by the table below during his/her undergraduate career at UNCP. After a student has withdrawn from the maximum allowed number of credit hours, any subsequent withdrawal will result automatically in a grade of “F.” These limits apply only to the Fall and Spring semester courses, not to Summer session courses.

Transfer Hours	Maximum Withdrawal Hours
0-23 hours	15
24-51 hours	12
52-89 hours	9
90 or more hours	6
Candidate for Second Bachelor’s degree	6

Withdrawal without penalty from a course or courses after the deadline for withdrawal, but before the last two weeks of classes in the semester, may be approved only for appropriate cause such as serious illness. Appropriate documentation is required. Unsatisfactory academic performance does not by itself constitute sufficient reason to grant a late withdrawal.

The student should secure a course withdrawal form from the Registrar’s office, obtain the instructor’s signature and the advisor’s signature, and return the form to the office of the Associate Vice Chancellor for Enrollment for review. Approved requests receive a W in the course. A copy of the completed form and any required documentation must be on file with the office of the Associate Vice Chancellor for Enrollment before a late course withdrawal will be considered. A second copy of the completed withdrawal form will be forwarded to the Registrar’s Office for entry of the assigned grade.

Withdrawal from the University

Up to the last day to receive a W in a course, a student may complete a “Request for Withdrawal” form, available from the Office of the Registrar webpage at www.uncp.edu/registrar. The student should get the required signatures, take the I.D. card to the Student Accounts Office, and return the form to the Office of the Registrar. The University makes applicable refunds only after the withdrawal procedure is completed.

After the last day to receive a W in a course, 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, and no later than before the beginning of the last two weeks of classes in the semester, the student petitioning to withdraw from the University must meet with the Associate Vice Chancellor for Enrollment, present the required documentation, and complete the necessary forms. Approved requests receive a grade of W in all courses. Withdrawal under these circumstances will not count toward a student’s 15 hour career withdrawal limit. 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.
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 the most recent grade will be used in meeting graduation requirements.
6. All entries remain a part of the student’s permanent record.

Grade Replacement Policy

a. Students Entering UNCP Prior to Fall 1994

Undergraduate students who entered UNCP before the fall of 1994 and who follow the repeat policy will automatically have the grade replaced for all eligible repeats. The semester hours and quality points in courses repeated are counted only once, and the most recent grade and the quality points corresponding to the most recent grade are used in computing the quality point average and meeting graduation requirements. However, all entries remain a part of the student's permanent record.

b. Students Entering UNCP for Fall 1994 and Thereafter

Beginning with the fall semester of 1994, undergraduate students who enter UNCP and who wish to replace a course grade must adhere to/the following policies:

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 most recent grade and the quality points corresponding to the most recent grade are used in computing the quality point average and meeting graduation requirements.
4. Students entering UNCP as freshmen from Fall 1994 through Spring 2013 will have the option of replacing a maximum of 15 credit hours with improved grades earned by repeating courses. Students entering UNCP as freshmen beginning in Fall 2013 will have the option of replacing a maximum of 12 credit hours with improved grades earned by repeating courses. No student is eligible for more than 15 hours of replacement credit regardless of his/her entry date.
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 or Readmission Hours Accepted as of Fall 1994	Maximum Hours for Replacement
0-23 hours	15 or 12 (based on entry date)
24-51 hours	12
52-89 hours	9
90 or more hours	6
Candidate for Second Bachelor's degree	6

7. The student must secure a form from the Registrar's Office 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 Registrar's Office.
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:
 - * have declared for a major program in a department which provides its students with practical work experience through Experiential Learning I and II;
 - * be classified as a junior or senior;
 - * have an overall cumulative quality point average of at least 2.0;
 - * 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:
 - * what the student is to do, what the major advisor is to do, and what the organization is to do;
 - * the number of semester hours the students will earn in completing the contract;
 - * 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

Regular class attendance is important to the educational experience of each student and to the academic integrity of the university curriculum. Students are expected to attend every class beginning with the first session. The University reserves the right to administratively withdraw students who have never attended any classes for the semester. Regular class attendance is a student responsibility. A student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits a student to be absent from any given number of class meetings.

For all general education classes, instructors will keep attendance records. If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, the instructor will notify the Center for Academic Excellence for appropriate follow-up. Departments may also develop and distribute attendance policies and procedures to be followed for students who miss an excessive number of classes.

For all classes, instructors have the discretion to determine how the attendance policy will be implemented, the circumstances under which make-up work may be allowed, and whether attendance will be used as a criterion in determining the final grade. Excessive absences may result in failure. Faculty will distribute a written statement of their attendance policy as part of the course syllabus. Students should not enroll in a course if participation in University-sponsored activities causes them to miss an excessive number of classes, as determined by the instructor.

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.

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 Registrar's Office. 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.

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.

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 intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise (for example, on a test). This definition includes both giving unauthorized information (in either oral or written form) and receiving such information during any academic exercise.

2.1.b Plagiarism:

Plagiarism is intentionally or knowingly presenting someone else's words or ideas as one's own. You avoid plagiarism by very carefully acknowledging the sources of ideas you use and by appropriately indicating any material that has been quoted (that is, by using quotation marks and properly acknowledging the source of the quote, usually with a clear reference source citation and page number).

2.1.c Fabrication and Falsification:

This refers to intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise. For example, a student who changes an answer on a test and claims that the item was incorrectly scored has falsified information. A student who makes up reference citations for a term paper has fabricated that information.

2.1.d Abuse of Academic Materials:

This refers to intentionally or knowingly destroying, stealing, or making inaccessible library or other academic material. Remember that library materials are borrowed, not yours to keep. For example, a student who tears an article out of a journal in the library has abused library materials. Similarly, a student who intentionally damages a computer in a campus computer lab has violated this standard.

2.1.e Complicity in Academic Dishonesty:

Complicity means intentionally or 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 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.

3.2.1 In all cases, whatever the penalty, a signed Settlement of a Charge of Academic Dishonesty form will be kept for ten years in the Office for Student Affairs. The purpose of this record-keeping is to deter students from repeating offenses. A second purpose is to be sure students who violate the Academic Honor Code a second time are dealt with appropriately.

3.3 The Campus Judicial Board (CJB) 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 CJB may suspend the student from the University for a designated period of time (one semester, one year, etc.) or even 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 motivation and state of mind at the time of the incident; **3.4.d** the student's prior disciplinary record; and **3.4.e** 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 the incident by collecting whatever relevant evidence is available.

4.2 If the faculty member decides that the evidence 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 guilty 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 CJB. 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 for Student Affairs. 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 Chairperson of the CJB.

4.4 Once a student has received notice that he or she is charged with an Academic Honor Code offense, he or she may not withdraw from the course in order to avoid the penalty.

5. Settlement Procedure to be Used by Individual Faculty Members

5.1 The faculty member should meet 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 Charge of Academic Dishonesty form, which is available to all faculty members. This form may be obtained from the Office for Student Affairs. The faculty member indicates the nature of the violation and the penalty to be applied, and then gives the form to the student. After receiving the form, the student has three school days to consider and seek advice on whether to admit guilt and accept the penalty by signing the form.

5.2 If the student agrees to sign, admitting guilt and accepting the penalty proposed, he or she does so in the presence of the faculty member. The faculty member then imposes the penalty. The faculty member will send the 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 guilt or not to accept the penalty, the faculty member must take the case to the Chairperson of the Campus Judicial Board, if any penalty is to be imposed.

6. Campus Judicial Board

6.1 Composition of the CJB is as follows: **6.1.a** two students recommended by the President of Student Government Association and appointed by the Chancellor; **6.1.b** two faculty members recommended by the Faculty Senate Chairperson and appointed by the Chancellor; and, **6.1.c** one administrative member recommended by the Vice Chancellor for Student Affairs and appointed by the Chancellor.

6.2 Hearings follow procedures outlined in the UNCP Student Constitution. The CJB will judge the student as responsible or not responsible of the charges contained in the form submitted by the faculty member. Both the student who has been charged with a violation and the faculty member who has made the charge will give evidence to support their positions. Members of the CJB 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 CJB 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 CJB 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 CJB will determine an appropriate penalty. Both the student and faculty member who submitted the charge may give evidence and make statements concerning the appropriate penalties to be imposed. The Vice Chancellor for Student Affairs will supply the student's previous Academic Honor Code disciplinary record (if any) to the CJB.

6.5 After hearing the evidence on the appropriate penalty, the CJB 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 CJB 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 CJB's determination of penalty.

7. Campus Appeal Board

7.1 If the CJB has found a student responsible of violating the Academic Honor Code, the student has the right to appeal that decision. The student has five school days from the date he or she is notified of the CJB's decision to file a written notice of appeal with the Director of Student Conduct. If the student does not file a notice of appeal, the decision of the CJB will be final.

7.2 If the student does file a notice of appeal within five days, the Director of Student Conduct shall deliver this request as well as materials related to this case to the Campus Appeal Board.

7.3 The composition of the Campus Appeal Board and its powers are in the UNCP Student Handbook. For Academic Honor Code violations and their appeals, the Provost and Vice Chancellor for Academic Affairs or his or her designate 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 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.

8.1.1 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 into 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 July 15; the spring semester is December 1; summer terms I and II are May 15 and June 15 respectively. Applications are processed on a rolling basis; however, students who apply early will receive priority in scholarships, financial aid, and housing. **The freshman admission deadline for fall semester is July 31.**

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 \$45.00 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/admissions/apply/default.asp>. The office may be reached by phone at (800) 949-UNCP or 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.

All new students, and all re-enrolling students who have been out of UNCP for one year, who plan to take 4 or more credit hours during their initial semester are required to complete a medical history form. This form may be obtained from the Office of Admissions and returned to Student Health Services prior to registering for classes.

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.

An application for admission, a \$45 nonrefundable application fee, an official high school transcript, and SAT or ACT scores with writing must be received before an application is considered

complete, and the file must be complete before an admission decision can be made. Students who are dual-enrolled at community colleges must also submit official transcripts of any college work. The Admissions Policy requires one of three possible decisions for each applicant:

- * Applicants who have satisfactory high school records, including course selection and class rank, appropriate SAT or ACT test scores, and who meet the minimum course and admissions requirements may be accepted for admission.
- * Applicants whose records and test scores do not meet the minimum requirements will be denied admission.
- * Applicants whose records and/or test scores meet many, but not all, of UNC Pembroke's regular admission standards may be offered admission to the University's College Opportunity Program. (A detailed description of this program is in the Special Programs section of this catalog.)

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

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 POLICIES 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 the UNC Minimum Course Requirements but has otherwise demonstrated promise for academic success, as measured by grades, class rank, SAT or ACT scores, 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 regionally accredited institutions are evaluated in terms of courses offered and academic programs available at UNCP.

- * An official high school transcript and a nonrefundable \$45 application fee are 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 must submit a University Questionnaire completed by the last institution they attended which states that they are immediately eligible to return to the previous institution.
- * Transfer applicants who are under the age of 24 must meet the minimum course requirements outlined in the previous section (See Minimum Course Requirements–MCR). For those students who do not meet these requirements, six (6) college transferable semester hours must be earned at an accredited college or university in the following areas—English, Math, Science, Social Science, Foreign Language—before admission is granted. Applicants 24 years old or older may be admitted as non-traditional freshmen or transfer students without meeting MCR.
- * Each transfer applicant must submit a completed medical history form before registering for classes.
- * 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.

The Comprehensive Articulation Agreement, a statewide agreement governing the transfer of credits between N.C. community colleges and public universities in North Carolina, defines a 44-semester credit hour general education core and 20 semester credit hour pre-major in the AA or AS degree which is fully transferable to UNC Pembroke in courses with a minimum 2.0 GPA.

RE-ENROLLING STUDENTS

Students who have interrupted their course of study for at least two semesters must apply for readmission through the Office of the Registrar (\$25 readmission fee). Students who are seeking readmission to UNC Pembroke after completing additional work at another institution must reapply through the Office of the Registrar. Transcripts of any academic work completed in the interim at any other institution must be provided prior to approval for readmission, along with an application, \$25 application fee, and university questionnaire from the last school attended if other than UNCP. Students who complete classes at another institution while they are suspended from UNCP will not be allowed to transfer any credit earned while under suspension.

SPECIAL READMISSION POLICY

Any former UNCP student who was academically suspended or placed on academic probation at the end of his/her final semester and has not attended any institution of higher education for a period of four (4) academic years may apply for readmittance under the Special Readmission Policy. All students admitted under this policy return on probationary status and must follow the policies and procedures outlined under “Suspension and Readmittance” in the Academic Policies section of the UNCP catalog. 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 readmittance under this policy one time. Once approved, the decision will not be reversed.

Upon meeting the requirements for this policy, the student's QPA 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 QPA, 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 QPA of 2.00. Failure to maintain this minimum QPA will result in a two-semester suspension.

Departments with more rigorous QPA standards than the general University requirement of 2.0 have the right to deny admission to a program. Any student 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) or the International English Language Testing System (IELTS) 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 www.uncp.edu/admissions/international. 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 \$45 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 \$45 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, \$45 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 admissions, a \$45 nonrefundable application fee

(\$25 if applying for readmission), and transcripts from all colleges attended. (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 following site: www.uncp.edu/sites/admissions/files/transient_application.pdf. An application fee is not required.

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, 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 secure the permission of the instructor and the Office for Academic Affairs. 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 Office for Academic Affairs 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.

GRADUATE ADMISSIONS

Inquiries concerning graduate admissions should be directed to the Dean of Graduate Studies. Admissions requirements are stated in the School of Graduate Studies 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 (SOC-

NAV), 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 regionally accredited institutions (with no more than 12 semester hours by correspondence). 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/lep/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
French Language	3	3	French 2310
French Language	4	6	French 2310, 2320
French Literature	3	3	French 3210
French Literature	4	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	4	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	4	6	Spanish 2310, 2320
Spanish Literature	3	3	Spanish 3210
Spanish Literature	4	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 educational opportunities that enhance the general curriculum. These opportunities are developed 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, 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.

COLLEGE OPPORTUNITY PROGRAM

The College Opportunity Program (COP) 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. The application for admission should be filed as early as possible.

Students enter the College Opportunity 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 15-17 hours of academic courses. In addition, students meet regularly with the COP 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 College Opportunity Program (made a "C" or higher in ENG 0104, FRS 1000, ENG 1050, and ENG 1060) then continue at the University as other regularly admitted students.

STUDENT FINANCES FOR UNDERGRADUATE PROGRAMS

EXPENSES.....	83
FINANCIAL AID	89
SCHOLARSHIPS, AWARDS, GRANTS, LOANS	89
STUDENT EMPLOYMENT, VETERANS' BENEFITS.....	91
FINANCIAL AID ELIGIBILITY POLICY	92

EXPENSES

(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.

Tuition Surcharge on Undergraduates

The North Carolina Legislature directed the Board of Governors to impose a fifty percent tuition surcharge on students who take more than 140 credit hours to complete a baccalaureate degree in a four-year program or more than one hundred ten percent (110%) of the credit hours necessary to complete a baccalaureate degree in any program officially designated by the Board of Governors as a five-year program. The calculation of these credit hours taken at a constituent institution or accepted for transfer shall exclude hours earned through the College Board's Advanced Placement or CLEP examinations, through institutional advanced placement or course validation, or through summer term or extension programs.

No surcharge shall be imposed on any student who exceeds the degree credit hour limits within the equivalent of four academic years of regular term enrollment, or within five academic years of regular term enrollment in a degree program officially designated by the Board of Governors as a five-year program.

The undergraduate credit hours to be counted for calculation in the surcharge requirement include:

- * all regular session degree-creditable courses taken at this institution including repeated courses, failed courses and those dropped after your official census date (normally the last date to add a course); and
- * all transfer credit hours accepted by this institution.

The hours excluded from the calculation include:

- 1) those earned through the College Board's Advanced Placement (AP) and College Level Examination Program (CLEP) or similar programs;
- 2) those earned through institutional advanced placement, course validation, or any similar procedure for awarding course credit, and
- 3) those earned through the summer session or degree-credit extension division on this campus or at another UNC institution.

SCHEDULE OF UNDERGRADUATE EXPENSES: REGULAR SESSION

(Subject to change without notice.)

Sem. Hrs.	In-State Tuition	Out-of-State Tuition	Fees	Ins.*	In-State Total	Out-of-State Total
12+	\$1,605.50	\$6,209.00	\$966.50	\$688.00	\$3,260.00	\$7,863.50
9-11	\$1,204.13	\$4,656.75	\$724.88	\$688.00	\$2,617.01	\$6,069.63
6-8	\$802.75	\$3,104.50	\$483.25	\$688.00	\$1,974.00	\$4,275.75
1-5	\$401.38	\$1,552.25	\$241.63	0	\$643.01	\$1,793.88

*International Insurance: \$688.00

ROOM AND BOARD EXPENSES

	Room Rate	Meal Plan Rate (Minimum*)	Total Semester (Minimum*)	Total Year (Minimum*)
Cypress, Pine, and Oak Hall				
Double	\$2,175.00	\$1,609.45	\$3,784.45	\$7,568.90
Single – Private	\$2,575.00	\$1,609.45	\$4,184.45	\$8,368.90
Private Double	\$2,775.00	\$1,609.45	\$4,384.45	\$8,768.90
Belk Hall				
Double	\$2,050.00	\$1,609.45	\$3,659.45	\$7,318.90
Single – Private	\$2,650.00	\$1,609.45	\$4,259.45	\$8,518.90
University Village Apartments				
Double	\$2,300.00		\$2,300.00	\$4,600.00
Private Double	\$2,900.00		\$2,900.00	\$5,800.00
Courtyard Apartments				
2 bdrm/2 bath (single bdrms)	\$2,975.00		\$2,975.00	\$5,950.00
4 bdrm/2 bath (single bdrms)	\$2,700.00		\$2,700.00	\$5,400.00

*Based on 9-14 meals per week; rates for other options are listed below.

Meal Plan Options

Meal Plan Rate	Meals Per Week	Semester Bonus Money
\$1,609.45	9	475.00
	12	250.00
	14	125.00
\$1,697.40	12	375.00
	14	250.00
	Carte Blanche	25.00
\$1,298.95**	8	200.00
	10	125.00

**This rate available to upperclassmen only.

DETAILED EXPLANATION OF CHARGES: TUITION, FEES, AND INSURANCE**TUITION: FULL-TIME STUDENT** (per semester)

North Carolina Residents - Undergraduates	\$1,605.50
Out-of-State Residents - Undergraduates	\$6,209.00

GENERAL FEES (Per Semester)

Educational and Technology Fee	\$160.50
Health Services: This fee is used to operate Student Health Services.	\$80.00

Other Required Fees: This fee is used to support various University programs such as Athletics, Band and Chorus, Banner implementation, Dramatics, Debt Service, Student Center, Student Government, Braves One Card, Intramurals, Yearbook, Newspaper, and the Performing Arts Series.	\$726.00
---	----------

INSURANCE

Students taking 6 or more credit hours will be charged \$688.00 per semester for health insurance; the fee for international students is also \$688.00 per semester.

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

MISCELLANEOUS FEES

Application Fee	\$45
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.	
Dormitory Deposit Fee (refundable)	\$150
Vehicle Registration Fee:	
Commuter (Day)	\$90
Commuter (night)	\$70
Dormitory Resident	\$100
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	\$5
Faxed	\$5
Walk-in	\$10
Returned Check Charge	\$25

REFUND POLICY (This Policy Is 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

Prior to the first day of classes or 1 through 5 calendar days	100% of charges paid
1 through 12 calendar days	90% of charges paid
13 through 30 calendar days	50% of charges paid
31 through 60 calendar days	25% of charges paid
after 60 calendar days	no refund

4.1.2 First and Second Summer Sessions and Non-Traditional

Courses

Prior to first day of classes or 1 through 2 calendar days	100% of charges paid
1 through 8 calendar days	80% of charges paid
9 through 16 calendar days	50% of charges paid
after 16 calendar days	no refund

4.1.3 Intra Session

Prior to first day of classes	100% of charges paid
1 through 6 calendar days	50% of charges paid
after 6 calendar days	no refund

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 a class while still attending other classes at the university if the reduction or class withdrawal is completed during the drop/add period.

4.4 Please allow two weeks for processing of any refund. Students 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.

5. APPEALS

5.1 Individuals must contact the chair of the Student Services Committee to request a refund appeal. Appeals for refund of tuition are exceptions to this regulation and are only approved in exceptional cases. Any student appealing for refund of tuition must complete and submit the proper paperwork.

5.2 Approval is not automatic, and you need to provide documented evidence to support your request.

5.3 Acceptable reasons may include: 1) death in immediate family; 2) serious illness or injury of student or immediate family; and 3) factors outside of student's control (for example, major employment change, fire, flood). 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 after the normal deadline. Failure to comply with published deadlines or regulations is not a serious and compelling reason to seek a refund and will not be approved.

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 funds 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.fafsa.ed.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

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. Endowed scholarships are available in these categories:

- Alumni Sponsored Scholarships
- General Scholarships
- Departmental Scholarships
- Specialized Scholarships

Other awards, including many non-endowed scholarships, are also available.

For application information, a student is encouraged to contact the Office of Financial Aid or the Chair of the Department in his or her major field.

For a complete listing of scholarships and awards, see Appendix B.

For further information about specific scholarships, their donors, and their honorees, please consult the Office of Advancement.

SPECIAL AWARDS

Special awards are presented to recognize outstanding graduating seniors. Currently there are awards in the Social Work Program and the Teaching Fellows Program.

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. Applications are available in the University's Financial Aid Office and any high school guidance counselor's office. To apply for a Pell Grant a student must complete the Free Application for Federal Student Aid. A Student Aid Report will be sent to the student's home address.

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. Recipients must show academic or creative promise. 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. Students must reapply each year.

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.

LOANS

Loans are available through federal and state programs as well as through private donors.

Federal Perkins Loan

Assistance is available in the form of loans which bear no interest while the student is enrolled at least half-time in an institution of higher education. Interest begins to accrue at the rate of five (5) percent and payment begins nine months after the borrower ceases to be enrolled in at least a half-time course of study. Repayment may be extended over a period of ten years as long as a minimum repayment of \$40 per month or \$120 per quarter is made.

Loans are made to entering freshmen and transfer students who are enrolled as regular students and to returning students who are in good academic standing and who can demonstrate financial need. The Perkins Loan program is funded by the federal government.

Federal Stafford Loan Program

Subsidized: Based on financial need, these are low-interest loans made by lenders such as banks, credit unions or savings and loan associations and insured by state guaranty agencies. Loan limits are based on need and grade level.

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

Undergraduate students must be enrolled for at least six (6) semester hours in order to be eligible for a Stafford Loan. Graduate students must be enrolled for three (3) semester hours. All students must submit the FAFSA form and a loan application in order to be considered for a loan.

N.C. State Scholarship Loan Fund for Prospective Teachers

Students desiring loans of this type should make applications to the North Carolina State Department of Public Instruction, Raleigh, North Carolina. This fund provides as much as \$2500 per year in financial aid for a prospective teacher. Repayment of the loan is canceled for recipients who teach four years in North Carolina public schools.

Student Loan Funds Provided by Donors

A student with special financial needs may approach the Financial Aid Office for information about loan services provided by donors to the university. The Office of Advancement has additional information about the donors of these loans and their honorees.

EMPLOYMENT AND VETERANS' BENEFITS

STUDENT EMPLOYMENT

The student employment programs help eligible students pay University expenses while attending classes full time. Students participating in the programs are employed with the Maintenance Department, Library, Cafeteria, Switchboard, Administrative and Departmental Offices, and Laboratories.

The student employment programs consist of the University Self-Help Program and the Federal Work-Study Program, which is a federal assistance program. To participate in the programs, a student must have a completed application for aid on file in the Financial Aid Office. To participate in the Federal Work Study Program, a student must demonstrate financial need. In addition, DIRECT DEPOSIT is required as a condition for all employment at UNCP.

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.

All opportunities for on-campus student employment are listed on the Brave Opportunities system, which can be accessed by going to the Career Center website (www.uncp.edu/career) and clicking the link to "On-Campus Student Employment" on the right of the screen.

VETERANS' BENEFITS

Vocational Rehabilitation

Veterans who enter the University under Chapter 31, Title 38, U.S. Code, Vocational Rehabilitation for Disabled Veterans, and have the approval of the Veterans Administration will have their University fees paid directly to the University by the U.S. Government.

GI Bill

Veterans eligible for the G.I. Bill, Chapter 30, Title 38, U.S. Code effective October 19, 1984, and Chapter 32, Title 38, United States Code, effective January 1, 1977, must make application for their benefits. For information regarding eligibility, or application forms, contact the Veterans Administration, Regional Office, 251 North Main Street, Winston-Salem, N.C. or the Financial Aid Office, University of North Carolina at Pembroke. Transfer students on the G.I. Bill should complete VA Form 21E-1955, Request for Change of Program or Place of Training, prior to the time they plan to transfer.

Veterans eligible for the Post-9/11, Chapter 33, Title 38, U.S. Code effective June 30, 2008, must also make application 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 individuals with at least 90 days of aggregate service on or after September 11, 2001, or individuals discharged with a service-connected disability after 30 days. A veteran must have received an honorable discharge to be eligible for the Post-9/11 GI Bill.

Once the veteran is enrolled, he/she must attend classes regularly to continue receiving benefits and must notify the Veteran Certifying Official in the Office of Financial Aid of any changes in program or enrollment status.

NC National Guard, Chapter 106

Upon enlistment in the North Carolina National Guard, students will be eligible to apply for up to \$1000 per year tuition assistance. The Tuition Assistance Program was established by the North Carolina Legislature to provide educational assistance for members of the North Carolina National Guard. For further information students can write to:

NORTH CAROLINA ARMY NATIONAL GUARD,
 Educational Opportunities, Att: AGRR
 4105 Reedy Creek Road
 Raleigh, NC 27607

Veteran Dependents

Children of disabled or deceased veterans may receive financial assistance in the payment of tuition, room, meals, and other required University fees. For information and application forms, students should write to the North Carolina Department of Veterans Affairs, Raleigh, N.C.

Chapter 35, Title 38, U.S. Code provides for the training of sons, daughters, spouses, and widows of veterans who 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 enrolling under provisions of Chapters 30, 32, 35 and 106 will pay fees at the time of registration and receive a monthly education and training allowance from the Veterans Administration. Since the first check is usually delayed, a veteran or dependent should make arrangements 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. VA Form 22-1990e should only be completed and submitted to VA by the family member after DoD has approved the request for TEB. VA Form 22-1990e should not be used to apply for TEB.

POLICY ON SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID ELIGIBILITY

It is the policy of The University of North Carolina at Pembroke that all degree-seeking students must be making satisfactory academic progress to be considered for financial aid, including loans. Students must meet the requirements to continue enrollment in their respective degree programs AND attain the minimum grade point average designated below for the number of hours attempted to be considered to be making satisfactory academic progress. In addition, students MUST complete a minimum of two-thirds of all hours attempted.

Procedures for Determining Satisfactory Academic Progress

The policy for determining satisfactory academic progress status and eligibility for financial aid has changed effective with the Fall Semester of 2011. Please Refer to the Office of Financial Aid web site for the current Satisfactory Academic Progress policy.

Maximum Number of Credit Hours

The average length of an undergraduate program at UNCP is 120 credit hours. An undergraduate student is eligible to receive financial aid for a maximum of 150% of the hours required for a degree. Graduate students may receive financial aid for a maximum of 150% of the hours required for a degree. Students are meeting the completion rate requirement if the overall attempted hours is less than (<) or equal to 150% of the credit hours required for the degree.

Example: Student's Overall Attempted Credit hours are 136
 Credit Hours required for the degree are 127
 $127 \times 1.5 = 190.5$

A full-time undergraduate degree student who is receiving financial aid must be registered for a minimum of twelve (12) semester hours per term (six hours during each summer session). This also applies to a senior's last term. The 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 Financial Aid Office must be notified and some aid funds may have to be repaid. The student is responsible for notifying the Financial Aid Office 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.

Graduate Degree Students

A graduate student is considered to be making satisfactory academic progress for financial aid purposes, if (s)he has completed two-thirds of all hours attempted. Should a graduate student carry an incomplete beyond one semester, then (s)he will not be considered to be making satisfactory progress for financial aid purposes and will not be eligible for further financial assistance until the incomplete has been removed. Once the student notifies the Financial Aid Office that the incomplete has been removed and a grade has been posted, the student regains eligibility for financial aid. The student may receive aid for the semester during which the incomplete is removed if the semester has not yet ended. If it has ended then the student regains eligibility for financial aid for the next term.

To be considered full-time, students must enroll for at least six (6) 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 Financial Aid Office, and some funds may have to be repaid.

Appeals Process

Students who do not meet satisfactory academic progress standards are no longer eligible to receive financial aid. These students will not be eligible to receive financial aid for two consecutive semesters (i.e. fall and spring or spring and fall semesters). Once the two full semesters have expired, students will again be able to receive financial aid, provided they meet the other requirements for continuation or readmission to the University. A student who has been declared academically ineligible for financial aid has the opportunity to appeal. Appeals must be in writing and must fully explain any mitigating circumstances which contributed to the student's poor academic performance. Appeals generally given consideration involve circumstances such as:

- (a) extended illness or hospitalization of student
- (b) an accident which incapacitates the student for an extended period of time
- (c) death or extended illness of an immediate family member which results in greater family responsibilities for the student.

An appeal will be strengthened by providing a written statement of the student's proposed plan for academic improvement. Any special arrangements that have been made for tutoring or other support services to help assure academic improvement should also be described in the appeal letter. A financial aid committee will review the appeal letters. If a student's appeal is not approved, that student will not be eligible for aid for two consecutive semesters.

Appeals should be addressed to the Financial Aid Committee and mailed to:

Financial Aid Office
The University of North Carolina at Pembroke
P.O. Box 1510
Pembroke, NC 28372-1510

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 payback amount 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 University Cashier's Office.

Incompletes and Withdrawals

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.

Receiving all Fs in a Semester

If a student earns all Fs in a semester in which he/she is receiving financial aid, the student must show proof of class attendance that semester in order to be eligible for federal financial aid in subsequent semesters. If a student cannot get proof from professors that classes were attended, according to federal regulations, the student will be required to pay financial aid back based on the federal calculation and using the 50% point of the semester 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 Licensure Students

If a student is taking at least six hours per semester toward teacher licensure, according to federal regulations, a Document of Intent Form must be obtained from the School of Education stating that the student is pursuing licensure in order to qualify for federal student loans. Students who are admitted to the Regional Licensure Program are not eligible for financial aid.

Second-Degree Seeking Students

If a student is pursuing a second degree and taking at least six hours per semester, according to federal regulations, a Document of Intent Form must be obtained from the Registrar’s Office stating that the student is pursuing a second degree in order to qualify for federal student loans.

STUDENT AFFAIRS

STUDENT AFFAIRS DEPARTMENTS	95
STUDENT LIFE	100
STUDENT SERVICES	101
STUDENT RIGHTS AND RESPONSIBILITIES	103

Student Affairs is responsible for the management and coordination of all co-curricular activities, non-academic support programs and services, student publications, and student life policies and procedures. The office is located on the third floor of Lumbee Hall. The mission of Student Affairs is to serve, shape, and support students in the achievement of their academic and personal goals. This is accomplished by providing programs, services, activities, and facilities that foster the intellectual, social, leadership, cultural, physical, and emotional development of the total student. The University strives to empower students to be successful by supporting and challenging students' exploration and development of their unique potential in a community of diversity and mutual respect by creating and contributing to opportunities for learning beyond and within the classroom.

Every effort is made to provide an environment which is pleasant and conducive to intellectual growth and well-being. Through the services and activities affiliated with campus life, the students at The University of North Carolina at Pembroke enhance their student development, personal growth, and academic success.

STUDENT AFFAIRS DEPARTMENTS

Student Affairs is responsible for the management and coordination of Housing and Residence Life, Counseling and Psychological Services, Student Health Services, the Career Center, Multicultural and Minority Affairs, Community and Civic Engagement, the University Center and Programs department, Student Involvement and Leadership, Greek Life, Intramurals and Campus Recreation, Student Conduct, and Police and Public Safety.

STUDENT HOUSING AND RESIDENCE LIFE

Housing and Residence Life is an integral part of the educational program at UNCP. Campus housing is considered to be more than merely a place to sleep; it is "home" for many students. The University's aim is to provide housing that offers an environment conducive to studying and to provide an opportunity for each student to develop socially and academically. Especially mature, well-qualified students are employed as Resident Advisors. The RAs live within the residence halls and are available to provide information, assist with the transition to on-campus living, and assist with developing community.

Campus housing is located within walking distance of all campus facilities including classrooms, library, dining hall, snack bar, student center, bookstore, post office, and recreational facilities. A wide selection of campus recreational facilities and programs is available to all students. Students are encouraged to become involved in the different activities and student organizations on campus.

A Housing Agreement/Application must be completed by all students entering UNCP who request to live on campus. An application can be obtained from the web site at www.uncp.edu/housing or by contacting the office at The University of North Carolina at Pembroke, P.O. Box 1510, Pembroke, NC 28372-1510. This application and a \$150 deposit must be on file before a room assignment can be considered. All students moving into campus housing must have paid room and board fees before keys can be issued to rooms. Neither returning students nor new students will be guaranteed a specific roommate, a specific room, or a specific assignment.

Room and Board are available during both terms of the Summer Session.

COUNSELING AND PSYCHOLOGICAL SERVICES

The University of North Carolina at Pembroke believes that education includes the development of the total person and not intellect alone. UNCP's Counseling and Psychological Services provides

services that are central to the overall mission of the university. These services help students define and accomplish personal and academic goals while maintaining balance in their lives. These services are directed towards enhancing the skills which students bring with them to UNCP and encouraging the development of skills which will make students more successful both at UNCP and beyond.

Counseling and Psychological Services offers confidential individual and group counseling, educational workshops, testing, and assessment. Licensed professionals provide counseling services for UNCP students without cost. Typical concerns addressed are stress, anxiety, homesickness, disordered eating patterns, depression, family concerns, alcohol and drug issues, self-esteem, sexuality, and many others. Services are typically provided by appointment; however, urgent care needs can be addressed immediately.

The office also offers several tests including the CLEP, TOEFL, and MAT.

Counseling and Psychological Services is located on the second floor of the Chavis University Center in Room 243 and can be contacted by phone at 910-521-6202 or on the web at www.uncp.edu/ct.

STUDENT HEALTH SERVICES

The Student Health Services Center is staffed Sunday 5 p.m. - Friday 4 p.m. during the academic year. Available medical services include primary medicine, routine gynecologic examinations and contraceptive health education, confidential HIV testing, allergy injections, laboratory services, nursing services, minor injury treatment, and health education programs. A physician or nurse practitioner is available during selected hours. Seriously ill students and emergencies are referred to local medical facilities as necessary. Students should be aware that student health fees do not cover off-campus treatment. A current, validated student ID card is required for all visits. All registered students taking six (6) or more credit hours are required to purchase the student injury and sickness insurance plan, with the following exceptions: distance education students and students who submit evidence of equivalent coverage satisfactory to the policyholder may waive coverage.

Medical History and Immunizations: N.C. Law requires that each student provide proof of immunizations. Any student who does not have the mandated immunizations and/or does not furnish the required medical statement within thirty (30) days of the first day of class will be withdrawn from classes. The University has no authority to waive these requirements and/or give extension on the thirty (30) day time limit. A medical history form, which includes the required immunization documentation, should be returned as part of the admission requirement prior to registration. This form must be completed by the student and on file with Student Health Services. The director and nurses on duty are available to assist students in completing the necessary immunizations. This law applies to all students except the following: students residing off campus and registering for any combination of

- a. Off-campus courses
- b. Evening courses
- c. Weekend courses
- d. No more than four traditional day credit hours in on-campus courses.

CAREER CENTER

The Career Center is located in the James B. Chavis University Center, Room 210. The Center's purpose is to assist students and alumni with career planning and the job search. Career consultants are available to assist students in deciding their major, assessing their skills and interests, exploring job information, writing résumés and cover letters, polishing interviewing skills, and developing job search strategies.

The Career Library maintains resources related to college majors, careers, employers, graduate schools, internships/co-ops, and the job market. Web services are available for students to post résumés and references, view job listings, and network with employers.

Workshops are offered throughout the year on a wide range of career planning topics. The following events are scheduled annually: CAR 1010: Introduction to Career Development, Professional

and Career Development Institutes, Freshman Seminar tours, business etiquette dinners, and career fairs.

Representatives from business, industry, government, healthcare agencies, and public schools visit the Career Center during the fall and spring semesters to interview students and alumni for job and internship vacancies. The UNCP Alumni Career Connection is a network of graduates willing to contribute information and/or time to students exploring careers, graduate schools, internships, etc.

For more information, view the Career Center's website and online newsletter at www.uncp.edu/career or call to make an appointment. Office hours are 8:00 am - 5:00 pm, Monday - Friday.

MULTICULTURAL AND MINORITY AFFAIRS

The Office of Multicultural and Minority Affairs (OMMA) provides leadership and advocacy at The University of North Carolina at Pembroke to support cultural diversity and to prepare students to interact in a diverse world. Through programs like B.E.A.D. (Brave Educators Advocating for Diversity), which is a student-led diversity educators initiative, the Social Justice Symposium, and the annual A Taste of iWorld, a celebration of UNCP's cultural diversity that consists of various displays presented by UNCP students, faculty, and staff which represents their respective cultural backgrounds, OMMA actualizes a dimension of the university's core value of diversity by empowering UNC Pembroke's diverse student populations and facilitating cross-cultural interactions through educational opportunities, programmatic initiatives for the university community, and adhering to the basis of respect and inclusion. OMMA is in the business of ensuring that every UNCP student is equipped and linked to the right resources and services that the University and community at large have to offer. OMMA is located on the first floor of historic Old Main, in the Multicultural Center, Room 128. Office hours are 8:00 am - 5:00 pm, Monday-Friday.

Multicultural Center: The UNC Pembroke Multicultural Center seeks to promote the globalization of the campus by providing a means to increase awareness about other cultures and to help people from other cultures have positive contact with the campus. The Multicultural Center strives to reach the first of these goals by providing special events, exhibits, and workshops that provide a glimpse of understanding into other cultures. In order to meet the second goal, the Center serves as a resource for all UNCP students, faculty, and staff. The Center is also available for scheduled meetings of student, faculty, and staff groups.

OFFICE FOR COMMUNITY AND CIVIC ENGAGEMENT

The Office for Community and Civic Engagement (CCE) is located in Jacobs Hall, Suite K. The CCE office strives to enrich our students' educational experience through active, engaged service and volunteer opportunities. Its goal is for every UNCP student to become a responsible citizen. The CCE office develops educational experiences for college students to engage responsibly in civic activities that help them recognize their civic duty and potential. Students gain a contemporary perspective of active citizenship through educational programs, community service projects, and volunteer opportunities.

The CCE curriculum includes the Justice through Service (JTS) campaign that provides education, awareness, and service opportunities for students to become actively engaged in social justice issues and civic responsibility. The JTS Speaker Series exposes students to civic leaders who impact change in their communities through service. Students are encouraged to participate in volunteer and monthly service opportunities through the CCE office, as well as student clubs and organizations. Students may receive awards and recognition for community and civic engagement at the annual citizenship celebration. A student may request an Active Service and Student Engagement Transcript (ASSET) that documents her or his participation in service activities and civic education development. The ASSET includes information about the student's participation in volunteer opportunities and community service, along with detailed information about each community and campus service project completed by a student. The ASSET will complement the student's résumé and academic transcript.

Office for Service Learning: The Office for Service Learning is located within the Office for Community and Civic Engagement (CCE) in Jacobs Hall, Suite M. 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. The service is integrated with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. At UNCP, faculty and students take part in service-learning to enhance learning and achievement in a wide variety of majors and minors, supported through a partnership between UNCP's Office for Academic Affairs and Division of Student Affairs.

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. In addition, service-learning gives students the opportunity to develop personal goals and values at the same time accomplishing academic goals. Service-learning empowers students to take part in the life of their communities, as informed, active, and engaged citizens.

UNIVERSITY CENTER AND PROGRAMS

The University Center and Programs department includes the James B. Chavis University Center and the University Center Annex. The University Center and Programs department is committed to facilitating the educational process by providing services, programs, activities, and facilities where students, faculty, staff, alumni, and guests can interact and foster a sense of community.

The James B. Chavis University Center is the hub of campus activities and houses offices for Intramurals and Campus Recreation, Greek Life, Student Involvement and Leadership, the Student Government Association, the Association of Campus Entertainment, the Career Center, and Counseling and Psychological Services. Service areas within the University Center include a computer lab, an Information Station, the Dining Hall, Bert's Cafe, the Hawk's Nest game room, student lounges, three conference rooms, and a meditation room.

The University Center Annex is the main programming venue on campus and includes three conference rooms and a multi-purpose assembly room with two dressing rooms and a catering kitchen. Offices for Housing and Residence Life and Student Publications—the *Indianhead* yearbook and *The Aurochs* literary magazine—are also housed in the Annex.

STUDENT INVOLVEMENT AND LEADERSHIP

The Office of Student Involvement and Leadership, located in Suite 220 of the James B. Chavis University Center, is a major component of the Division of Student Affairs serving the university community. The mission of the Office of Student Involvement and Leadership is to provide meaningful co- and extra-curricular developmental and educational opportunities for students in a highly personalized and student-centered educational environment in order to challenge students to embrace difference, adapt to change, think critically, communicate effectively, and become responsible citizens as outlined by the University's mission.

Guided by the University's Core Values, the Office of Student Involvement and Leadership is committed to enhancing the overall educational experience of students by providing students, at a variety of abilities and engagement levels, with appropriately designed opportunities to develop their leadership capacity and campus engagement in support of becoming life-long learners; involving students in the planning and implementation of co- and extra-curricular activities; encouraging the intellectual, social, physical, spiritual, emotional, financial, and career development of students; and supporting positive educational outcomes including the ability to create, function in, and maintain a socially just, culturally engaged, civically involved, sustainable, and technologically advanced community.

In particular, the Office is responsible for developing the leadership capacity of students and supporting student organizations as integral members of the University community by serving as a leadership and organizational development clearinghouse; implementing the Distinguished Speaker Series to enhance the environment of the University and local community by engaging thought-provoking speakers in discussions on various topics of cultural, political, and social importance; facilitating Homecoming to create an educational, celebratory, and community-centered atmosphere to

re-connect the University community; planning Parents' Weekend to purposefully connect students, parents, and their families with the University community to increase their long term success at and affinity for UNCP; and presenting Family Day to engage and celebrate students, faculty, staff, and their families with fun, social, and interactive programs.

GREEK LIFE

Involvement in Fraternity and Sorority Life is considered to be a premier leadership experience on the college campus today. Greek Life provides an opportunity for lifetime membership in a fraternity or sorority committed to values-based leadership. The cornerstones of Fraternity and Sorority Life are academic excellence, leadership, community service and philanthropy, as well as brotherhood and sisterhood. Fraternity and Sorority membership provides resources for mentorship, and career services. UNC Pembroke hosts a number of Fraternity and Sorority chapters designed to provide a great fit for students.

There are also many traditional programs that fraternity and sorority students participate in, such as Meet the Greeks, where interested students have an opportunity to meet all of our fraternities and sororities the first weeks of school; Homecoming Week, where our fraternity and sorority students show Hawk Pride through various friendly competitions and activities; Songfest, which is the fraternity and sorority community philanthropy event; Greek Week, which is a weeklong celebration of all of our social fraternities and sororities that demonstrates their unity and community spirit; the NPHC Step Show event that serves to give the 9 historically African American Fraternities and Sororities an opportunity to share with the campus community various cultural and diverse learning experiences through the art of African stepping; and numerous other events.

The purpose of the various Fraternity and Sorority Governing Boards is to provide self-governance to all Fraternity and Sorority organizations through decisions made by peers. The Fraternity and Sorority Governing Boards provide autonomy to all Greek chapters on campus. Leaders are elected by peers to serve the Fraternity and Sorority community by creating policies and procedures in order to hold the Fraternity and Sorority community to a high standard.

INTRAMURALS AND CAMPUS RECREATION

The Intramurals Program believes that leisure physical activity and enjoyment are vital to a person's total well-being. Based upon this belief, the intramural program provides a broad and diversified program of recreational sport activities for the University's students, faculty, and staff. The University of North Carolina at Pembroke student has opportunities for participation in over a dozen intramural activities, and if that is not sufficient recreational opportunity, there are also recreational swimming, weight lifting, and fitness activities.

STUDENT CONDUCT

The mission of Student Conduct is to administer a campus student discipline program that encourages students to develop as responsible adults. Through programming, advisement, and interaction, Student Conduct seeks to increase awareness of University expectations of student behavior, encourage civility, and promote self-responsibility. Student Conduct believes in promoting an environment which encourages students to uphold community standards, enhancing community through education and striving to provide a comprehensive student discipline program that encourages all students to develop into productive members of society.

POLICE AND PUBLIC SAFETY

The Police and Public Safety Department is a full-service law enforcement agency. UNCP Officers are trained professionals, certified by the North Carolina Justice and Standards Commission. These Officers are vested with all powers of arrest within the University Community and all property owned or leased by UNC Pembroke and that portion of any public road or highway passing through campus or adjoining the campus. The Police and Public Safety Department has mutual aid agreements with all municipal departments within Robeson County including the Sheriff's Department and NC Highway Patrol.

There are multiple avenues available for the University community to report a crime or request services.

Phone: (910) 521-6235

In Person: The Police and Public Safety Department is located in the Auxiliary Services building on Faculty Row behind the UNCP bookstore, directly across from the Oak Hall dormitory.

E-mail: police@uncp.edu

Anonymous and Confidential Online Form: www.uncp.edu/police/report_crime/form.htm

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 90 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.

Student Government Association

The purpose of the Student Government Association (SGA) is to represent and safeguard interests of the students. It is basically a political organization providing students with an avenue for actions in matters pertaining to student rights and welfare.

All students attending UNCP automatically become members of the Student Government Association. Student Government functions through its elected representatives and its sponsor, the Vice Chancellor for Student Affairs. Officers of the Student Government are elected by the student body each spring 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 the SGA. Also, the Senate recommends policies and regulations necessary and proper to promote the general welfare of the student body. The President of the Senate is the Vice President of the Student Government Association.

Association of Campus Entertainment

The Association of Campus Entertainment (ACE) is the student programming organization on campus. ACE works cooperatively with the Office of Student Involvement and Leadership to provide entertainment, activities, and special events such as comedians, singers, bands, dances, movies, Homecoming Week Activities, Welcome Week, and Spring Fling.

Honorary Organizations

Outstanding students at UNC Pembroke may become members of the Alpha Chi National Honor Society and of many other national honor societies that 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. Co-curricular activities include AWARE (peer leadership), University Marshals, Student Ambassadors, University Band, Pep Band, Chamber Singers, Concert Choir, Jazz Choir, Jazz Ensemble, Gospel Choir, WNCN-Television, *The Indianhead* (yearbook), *The Pine Needle* (student newspaper), *The Aurochs* (literary magazine), University Theatre, and many others.

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.

Miss UNCP and Mr. and Miss Homecoming

The University of North Carolina at Pembroke Scholarship Pageant, a tradition since 1953, is

held on campus during the spring semester of each year. The Miss UNCP Pageant honors the personal commitment and talent of outstanding UNCP women in support of their continuing education. Miss UNCP is selected by a panel of judges.

Selected each fall by popular vote of the student body, the Homecoming Court consists of the Homecoming King and Queen and Mister and Miss Freshman, Sophomore, Junior, and Senior.

Miss UNCP and the Homecoming Court represent the University at various functions, including parades and local pageants.

Cultural Programs

There are many opportunities for cultural enrichment at UNCP. The University Theatre produces two mainstage plays each year, plus numerous studio theatre productions.

The Department of Music provides a significant number of programs throughout the academic year including the Moore Hall Recital Series, a UNCP Ensemble Series, as well as student and faculty recitals. The Moore Hall Series involves three to four programs each semester featuring solo artists, chamber groups, instrumental and vocal jazz ensembles, and even small operatic/musical theatre productions. These performing artists are known throughout the state, region, and beyond. The Ensemble Series involves an array of varied performances by the Concert Choir, Pembroke Chamber Singers, University Band, University Jazz Choir, University Jazz Ensemble, UNCP Orchestra, Guitar Ensemble, etc. These ensembles are open to all students regardless of major.

Student Publications

The Office of Student Affairs provides administrative oversight for the major student publications including the newspaper, yearbook, literary magazine, and student handbook.

The Indianhead, published annually at the end of the spring semester, is the student-published yearbook of The University of North Carolina at Pembroke. Its staff strives to provide an accurate account of the year's activities and events associated with all aspects of student life at UNCP.

The Pine Needle is a bi-weekly student-published campus newspaper at UNCP. It records the weekly activities associated with the student body and the greater University community. Through its news, sports coverage, etc., the staff keeps the University community well-informed of what is happening at The University of North Carolina at Pembroke and also covers issues of regional and national concern.

The Aurochs is the annual student-published literary magazine of The University of North Carolina at Pembroke. It features original poetry, fiction, creative nonfiction, photography, and artwork created and submitted by UNCP students.

The *Student Handbook* is an annual online publication from the Student Affairs Office 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

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). Eight men's sports and eight 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, golf, soccer, track and field, and wrestling while women's sports include basketball, softball, volleyball, cross country, track and field, tennis, golf, and soccer. In addition to varsity sports, the Athletics Department also provides support to the Spirit Program (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 "education as a lifelong experience," 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-second 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 thirteen sports. As a conference, the Peach Belt has been very successful at the national level with twenty-three 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.

SODEXO FOOD SERVICE

Dining is available to anyone who can present either cash or a BRAVES ONE Card. It is designed as an all-you-care-to-eat program with various food formats; however, meal plan participants are not permitted to attend one dining period, leave, and return to eat again during the same dining period. Once you enter, you have unlimited access to food items. More information on the various meal plans can be obtained from the cafeteria.

Students residing in a residence hall are required to purchase one of three meal plans (19, 14, or 10 meals). Nineteen meals are served each week in the Dining Hall, and anyone selecting the 19-meal plan can eat 19 meals each week. The 14-meal plan allows a student to eat any 14 of the 19 meals served each week, and the account includes \$75 of Bonus Money for discretionary purchases. The 10-meal plan allows a student to eat any 10 of the 19 meals served each week, and the account includes \$125 of Bonus Money for discretionary purchases.

Bonus Money is a declining balance account that allows meal plan participants to make purchases at Bert's Café, featuring WOW Café & Wingery and SubConnection, and to buy meals for friends or family in UNCP's Dining Hall by paying a "guest rate." Bonus Money can also be used at Starbucks, located in the D. F. Lowry Building. Bonus Money does not carry forward from semester to semester.

All Resident Diner meal plans are valid seven days a week in accordance with the University Dining Calendar. A valid UNCP BRAVES ONE Card that is appropriately marked is required to be presented at each meal. BRAVES ONE Cards are nontransferable and can only be presented by the owner. If a customer misplaces or loses his/her meal card, the Dining Service should be contacted immediately. If the original card is not recovered, the student must pay a nonrefundable fee for a new card. These cards, as well as replacements, can be obtained from the BRAVES ONE Card Office, Auxiliary Services Building, Monday through Friday, 9:00 AM - 4:00 PM.

As well as accepting the BRAVES ONE Card, Sodexo now accepts Visa, MasterCard, and Discover at Bert's.

PARKING AND VEHICLE REGISTRATION

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 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.

Parking facilities on campus are limited and on occasions there will not be sufficient parking spaces available to accommodate all vehicles in their respective legal parking zones. In such instances, the driver concerned IS NOT PERMITTED to park in an illegal or restricted zone. All parking fines are due to be paid within fifteen (15) days of the issuance date, unless they are appealed within those fifteen 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 fifteen (15) days. Information regarding the Traffic Appeal Board is contained in the *Traffic Rules and Regulations Handbook*.

The Traffic Office can be reached weekdays at 910-521-6795, or contact the University Police at 910-521-6235.

STUDENT RIGHTS AND RESPONSIBILITIES

1. Student Rights and Responsibilities

1.1 Students attend UNCP as a voluntary act and accept substantial benefits which the State of North Carolina provides. In taking such action, and accepting the benefits which accrue, students must accept the rules and regulations that have been developed pursuant to law.

1.2 Upon enrollment, a student receives no sanctuary from obedience to law. A student is not entitled to greater immunities or privileges before the law than those enjoyed by other citizens generally. In addition to the federal, state, and local laws that pertain to all citizens, a 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. Among these are:

1.2.a No student may be denied access to university facilities or programs on the basis of race, color, national origin, religion, sex, age, sexual orientation, disability, or because of the individual's honorable service in the Armed Services of the United States.

1.2.b No student may be denied the protection of the First Amendment of the Constitution of the United States and Article I of the Constitution of the State of North Carolina, which refer to freedom of speech, freedom of religion, freedom of the press, and freedom to assemble peacefully.

1.2.c No student may be denied the continuance of his/her education for disciplinary reasons without being afforded the right to due process.

2. Additional Rights Recognized by UNCP

2.1 The right to read and study free from undue interference in one's room. (Unreasonable noise and other distractions inhibit the exercise of this right.)

2.2 The right to sleep, the right to one's personal belongings, the right to free access to one's room and suite facilities during the period that the residence halls are open, the right to a clean environment in which to live. (Optimum physical conditions are essential, as they support, reinforce, and provide positive conditions in which to learn and live.)

2.3 The right to redress of grievances. If the academic and residence hall communities are to function in the most educationally profitable manner, the right to initiate actions and referrals for impartial and fair adjudication of grievances is held paramount. In exercising this right, the student further holds the right to be free from fear or intimidation, physical and/or emotional harm, and without imposition of sanctions apart from the due process.

2.4 The right to personal privacy. All persons should have freedom from interference with their personal activities and should be able to maintain privacy for other than academic reasons.

2.5 The right to host guests. All students should have the opportunity to maintain personal contacts and friendships with other persons to fulfill their needs for socialization. Guests are to respect the above stated rights of the host's roommates and of other residents.

CODE OF CONDUCT

1. Code of Conduct

1.1 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 Student Conduct Office. 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.

1.2 According to the By-Laws of the Board of Trustees of The University of North Carolina at Pembroke (POL 01.05.01), ratified in March of 1968, the administration of the University is responsible for all phases of student discipline. The administration holds that a student enrolling in the University assumes an obligation to conduct himself/herself in a manner compatible with the University's function as an educational institution. Further, the Board of Trustees has directed the administration to take appropriate disciplinary action against students and student organizations that are found to be in violation of the University's Student Code of Conduct.

1.3 A UNCP student shall refrain from engaging in behaviors that violate the Student Code of Conduct listed below, which reflect conduct unbecoming of a student at The University of North Carolina at Pembroke:

2. Violating the Academic Honor Code (See Academic Honor Code in the Academic Policies section of the catalog for definitions of terms in 2.1-2.5)

2.1 Cheating

2.2 Plagiarism

2.3 Fabrication and Falsification

2.4 Abuse of Academic Materials

2.5 Complicity in Academic Dishonesty

3. Providing False Information

3.1 Furnishing false information to the University with intent to deceive

3.2 Withholding, with knowledge, information from the University

4. Fraud

4.1 Forging, altering, defrauding, or misusing documents, charge cards or money, checks, records, and ID cards of an individual or the University

4.2 No student shall misrepresent himself/herself in, or with regard to, any transaction with the University, whether oral, written, or by other means

5. Failure to Comply with an Official Request

5.1 Refusing to comply with any lawful order of a clearly identifiable University official acting in the performance of his/her duties in the enforcement of University policies (residence staff members are considered University officials when acting in an official capacity)

6. Failure to Present Identification

6.1 Failure to present his/her ID when requested to do so by a University official;

7. Failure to Discharge University Obligations

7.1 Neglecting to discharge all obligations to the University prior to the close of each semester;

8. Computing Appropriate Use Policy

8.1 Violating the UNCP appropriate use policy for computers, networks, and federal copyright law (See Division of Information Technology Policy 0103 Appropriate Use Policy)

9. Disruptive and Disorderly Conduct

9.1 No student shall engage in conduct that is disorderly, lewd, or indecent; breach of peace; or aiding, abetting, or procuring another person to breach the peace on University premises or at functions sponsored by, or participated in by, the University or members of the academic community

10. Setting of Fire and Fire Hazards

10.1 No student shall start a fire or create a fire hazard on University-owned or operated property or properties off campus. (Willful damage to property by fire shall be prosecuted as arson when appropriate.)

11. Fire Safety Equipment

11.1 Misusing, tampering with, or disturbing without proper cause any fire prevention and control equipment

12. Classroom Behavior

12.1 Disrupting classroom activity and/or other University functions by operating cell phones, pagers, beepers, etc., in classrooms, libraries, and labs

13. Obstructing or Disrupting Teaching, Research, or other University Activities

13.1 Obstructing or disrupting teaching, research, or other University activities on University premises; the handling of disruptive behavior in the classroom is left to the discretion of the individual faculty member. However, it is suggested that the faculty member make clear to the class in the syllabus or at an early class meeting that any behaviors that disrupt the teaching and/or educational process will not be tolerated. If a student displays such behavior, the faculty member should deal with it early and directly by speaking to the student. If it continues to be a problem the faculty member should ask the student to leave the classroom or speak with the student at the end of class and provide written documentation immediately to the department chair, dean, and Associate Vice Chancellor for Academic Affairs. Additionally, a written summary statement should be mailed to the student before the next class meeting outlining the conditions under which the student may return to the class, if allowed to do so, or notifying the student that the faculty member, in consultation with the department chair and dean, is recommending to Academic Affairs that the student be administratively withdrawn from the class. The Associate Vice Chancellor for Academic Affairs will ask the student for a written summary of class events. After reviewing materials submitted and conversation(s), the Associate Vice Chancellor for Academic Affairs will make a determination concerning the request for an academic withdrawal. The decision of the Associate Vice Chancellor is final.

14. Threatening Another

14.1 By means other than the use or threatened use of physical force, harassing or threatening another in a manner or through such behavior that a reasonable person would find threatening

15. Harassment

15.1 Harassing another student by using objectively offensive speech or behavior of a biased or prejudiced nature related to one's race, color, creed, national origin, sex, religion, handicap, or age, if such speech and/or behavior is so severe and pervasive as to effectively prevent the other student from obtaining an education or to create an objectively hostile educational environment;

16. Electronic Devices

16.1 Any unauthorized use of electronic or other devices to make an audio or video record of

any person while on University premises without his/her prior knowledge, or without his/her effective consent when such a recording is likely to cause injury or distress. This includes, but is not limited to, surreptitiously taking a picture of another person in a gym, locker room, or restroom.

17. Endangering the Health and/or Safety of Any Person (including one's self)

17.1 No student shall take any action that creates a danger to any person's health or safety or personal well-being.

18. Assault

18.1 No student shall cause physical harm or threaten to cause physical harm to another person; this includes, but is not limited to, the following: any unwanted and unlawful touching or attempted unwanted and unlawful touching. Physical assaults may result in suspension from the University.

19. Stalking

19.1 The term "stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

19.1.a. fear for his or her safety or the safety of others; or,

19.1.b. suffer substantial emotional distress.

19.2 No student shall engage in conduct that may cause a person to fear for his/her safety due to a pattern of behavior that is unwanted and/or an emotional/mental disruption of his/her daily life. Such acts may include, but are not limited to, following another person, telephone calls, e-mail messages, meeting at classes or places of residence, and written and electronic notes or letters. An alleged violation of this policy will be charged as a "hate crime" under the Violence against Women Reauthorization Act of 2013.

20. Dating Violence

20.1 The term "dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the following factors:

20.1.a. the length of the relationship

20.1.b. the type of relationship

20.1.c. the frequency of interaction between the persons involved in the relationship.

20.2 No student shall engage in conduct which causes harm or may cause harm to a dating partner (as defined above). This includes, but is not limited to, any unwanted and unlawful touching or attempted unwanted and unlawful touching. An alleged violation of this policy will be charged as a "hate crime" under the Violence against Women Reauthorization Act of 2013.

21. Domestic Violence

21.1 The term "domestic violence" includes:

21.1.a. felony or misdemeanor crimes of violence committed by a current or former spouse of the victim,

21.1.b. by a person with whom the victim shares a child in common,

21.1.c. by a person who is cohabiting with or has cohabited with the victim as a spouse,

21.1.d. by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or,

21.1.e. by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family domestic violence laws of the jurisdiction.

21.2 No student shall engage in conduct which causes harm or may cause harm to a domestic partner (as defined above). This includes, but is not limited to, any unwanted and unlawful touching or attempted unwanted and unlawful touching. An alleged violation of this policy will be charged as a "hate crime" under the Violence against Women Reauthorization Act of 2013.

22. Unauthorized Entry/Trespassing

22.1 Unauthorized entry or presence in or upon or use of any University premises or property (including but not limited to roofs, storage facilities, crawl spaces, mechanical rooms and out buildings) or student property (i.e., automobiles, lockers, or residences) or unauthorized possession, duplication, loan, or use of keys to any university premises or property

23. Offensive or Disruptive Speech/Conduct

23.1 Engaging in objectively offensive or disruptive speech or conduct directed toward a member of or visitor to the University community; if such language or conduct is obscene or so severe and pervasive as to constitute legally prohibited harassment in that it effectively prevents an individual from obtaining an education or creates an objectively hostile educational or work environment

24. Abuse of Student Conduct System

24.1 Failure to obey the notice from a Campus Judicial Board or University official to appear for a meeting or hearing as part of the Student Conduct system

24.2 Falsification, distortion, or misrepresentation of information before a Campus Judicial Board or University Hearing Official

24.3 Disruption or interference with the orderly conduct of a Campus Judicial Board or Administrative Hearing proceeding

24.4 Institution of a student conduct code proceeding in bad faith

24.5 Attempting to discourage an individual's proper participation in, or use of, the student conduct system

24.6 Attempting to influence the impartiality of a member of a Campus Judicial Board or Administrative Hearing Officer prior to, and/or during the course of, the Campus Judicial Board or Administrative Hearing proceeding

24.7 Harassment (verbal or physical) and/or intimidation of a member of a Campus Judicial Board or Administrative Hearing Officer prior to, during, and/or after a student conduct code proceeding

24.8 Failure to comply with the sanction(s) imposed under the Student Code

24.9 Influencing or attempting to influence another person to commit an abuse of the student conduct code system

25. Violating Policies Governing Residence Life

25.1 See Section VII of the Student Handbook—Student Housing

26. Bicycles, Skates, Skateboards, and Scooters

26.1 Rollerskating/blading, skateboarding, scooter riding and the riding of bicycles is prohibited in University buildings.

26.2 Rollerskating/blading, skateboarding, scooter and bicycle riding as a means of transportation is only permitted on walkways and ramps when the operator does not create a hazard to themselves or others.

26.3 Performing jumps or other stunts (“hot-dogging”) is strictly prohibited on campus.

26.4 Rollerskating/blading and skateboarding by visitors is prohibited.

26.5 Skateboarders and rollerskaters/bladers may not be towed by bicycles or other vehicles.

27. Vandalism and Damage to Property

27.1 Vandalizing, destroying maliciously, damaging, or misusing public or private properties, including library materials

28. Littering

28.1 All litter must be placed in a proper receptacle: no individual may scatter, spill, or place or cause to be blown, scattered, spilled, or placed or otherwise dispose of any litter upon any public or private property

29. Stealing or Attempting to Steal

29.1 Stealing or attempting to steal, aiding or abetting, receiving stolen property, selling stolen property, or embezzling the property of another person or the University

30. Alcohol and Drugs

30.1 Being intoxicated in public, displaying, driving under the influence, illegally possessing or using alcoholic beverages or liquors, or providing alcohol to students under legal age, found visibly overcome by alcohol, driving while under the influence of alcohol

30.2 Participation in behaviors/games/devices which are consistent with rapid consumption, including but not limited to: beer funnels/bongs, keg stands, shot-gunning/chugging, Flip Cup, Circle of Death, Beer Pong, or Quarters

30.3 Kegs are not permitted on campus. Students may not possess kegs, or any other common source containers of alcohol such as “party balls”, or use any item such as a bathtub, trash can or similar container to hold alcohol

30.4 Illegally manufacturing, selling, using, or possessing narcotics, barbiturates, amphetamines, marijuana, sedatives, tranquilizers, hallucinogens, and/or other known drugs and/or chemicals;

30.5 Buying, selling, possessing, or using any kind of drug paraphernalia or counterfeit drugs (see POL 04.25.01— Drug and Alcohol Policy of The University of North Carolina at Pembroke)

31. Hazing

31.1 Participating in hazing or illegal harassment of UNCP students (see Hazing in Student Handbook Section V—Administrative Policies)

32. Weapons, Explosives, and Dangerous Chemicals

32.1 No student shall possess or use firearms, explosive devices, or weapons of any kind on University property or at an event sponsored or supervised by the University or any recognized University organization. Such weapons may include, but are not limited to, guns, BB guns, air pistols, rifles, knives, martial arts devices, and bows.

33. Sexual Harassment

33.1 Sexual harassment of any member of the University community (see Sexual Harassment Policy in Student Handbook Section V—Administrative Policies)

34. Sexual Assault

34.1 Any sexual act that occurs without the consent of the victim, or that occurs when the victim is unable to give consent (see Sexual Assault Policy in Student Handbook Section V—Administrative Policies)

35. Sexual Misconduct

35.1 Any attempted or actual act of non-consensual or forcible sexual touching, this would include, but is not limited to: fondling, kissing, groping, attempted intercourse (whether oral, anal, or genital), or attempted penetration with a digit or any other object

36. Sexual Exploitation

36.1 Taking nonconsensual, unjust, or abusive sexual advantage of another for one’s own advantage or benefit; or to benefit or advantage anyone other than the one being exploited: and that behavior does not otherwise constitute rape, sexual assault, or sexual harassment. Examples of sexual exploitation include, but are not limited to: prostituting another student, nonconsensual video or audio taping of sexual activity, going beyond the boundaries of consent (such as letting friends surreptitiously watch you have consensual sex or unauthorized distribution of photos or other materials of a sexual nature), engaging in voyeurism, and inducing incapacitation with the intent to rape or sexually assault another person or with the intent to create opportunity for a third party to rape or sexually assault another person.

37. Other Sexual Offenses

37.1 Obscene or indecent behavior, which includes, but is not limited to, exposure of one’s sexual organs or the display of sexual behavior that would reasonably be offensive to others

38. Hate Crimes

38.1 No student shall threaten, coerce, harass, or intimidate another person or identifiable group of persons, in a manner that is unlawful or in violation of a constitutionally valid University policy, while on University premises or at University sponsored activities based upon the person’s race, color, religion, national origin, gender, sexual orientation, gender-identity, creed, disability, veteran status (The UNC Policy Manual 700.4.2), dating violence, domestic violence, or stalking (Violence against Women Reauthorization Act of 2013).

38.2 No student shall engage in unlawful harassment leading to a hostile environment. Unlawful harassment includes conduct that creates a hostile environment by meeting the following criteria:

38.2.a Directed toward a particular person or persons;

38.2.b Based upon the person’s race, color, religion, national origin, gender, sexual orientation, gender-identity, creed, disability, or veteran status;

38.2.c Unwelcome;

38.2.d Severe or pervasive;

38.2.e Objectively offensive; and

38.2.f So unreasonably interferes with the target person's employment, academic pursuits, or participation in University-sponsored activities as to effectively deny equal access to the University's resources and opportunities.

39. Gambling

39.1 Gambling is prohibited on University property.

40. University Policies

40.1 No student shall take any action, which violates any published University policies or procedures. This includes the violation of any University published policy, rule, or regulation in hard copy or available electronically on the University Web site

41. Free Speech

41.1 The University embraces and strives to uphold the freedoms of expression and speech guaranteed by the First Amendment of the U.S. Constitution and the North Carolina Constitution. The University has the right under appropriate circumstances to regulate the time, place, and manner of exercising these and other constitutionally protected rights. (The UNC Policy Manual 700.4.2)

42. Knowingly Acting as an Accessory to:

42.1 Any act that assists another in violating any University policy or regulation

42.2 Being present while the offense is committed and advising, instigating, or encouraging the act, or

42.3 Facilitating in the committing of an offense in any way

43. Responsibility for Guests

43.1 Any violation of the Code of Conduct by one's non-University of North Carolina at Pembroke guest. "Guest" is defined as any non-student present on University premises at the invitation and/or hosting of a UNCP student.

44. Violation of Federal, State, or Local Law

44.1 Any act committed by a student on or off campus that is a violation of federal, state or local law

45. Student Organizational Behavior

45.1 Any student organization found to have violated the Code of Conduct or any Greek letter organization found to have violated the Code of Conduct or the Fraternal Information & Programming Group (FIPG) Risk Management Policy will be subject to sanctioning through the university judicial process.

RESPONSIBILITY TO REPORT CRIMINAL VIOLATIONS AND/OR DISPOSITIONS

During a student's period of enrollment at The University of North Carolina at Pembroke, should he or she be subject to any criminal charge and/or any disposition of a criminal charge, he or she must immediately notify the Office of Student Conduct in writing regarding the nature of the charge/offense and the disposition of the charge if applicable. A 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., students are not required to report a speeding ticket, but they are required to report a Driving Under the Influence (DUI) ticket or Driving While Intoxicated (DWI) ticket).

UNIVERSITY JUDICIAL SYSTEM

Subject to any policies or regulations of the Board of Governors or of the Board of Trustees, it shall be the duty of the Chancellor to exercise full authority in the regulation of student affairs and in matters of student discipline in the institution. In the discharge of this duty, delegation of such authority may be made by the Chancellor to faculty committees and to administrative or other officers of the institution, or to agencies of student government, in such a manner and to such extent

as may by the Chancellor be deemed necessary and expedient. In the discharge of the Chancellor's duty with respect to the matters of student discipline, it shall be the duty of the Chancellor to secure to every student the right of due process and fair hearing, the presumption of innocence until found guilty, the right to know the evidence and to face witnesses testifying against the student, and the right to such advice and assistance in the individual's defense as may be allowable under the regulations of the University approved by the Chancellor. In those instances where the denial of any of these rights is alleged, it shall be the duty of the President of the University of North Carolina to review the proceedings.

Every student shall be bound by the Honor Code and the University Code of Conduct. The Code of Conduct shall prohibit actions and behaviors that are clearly inconsistent with the University's expectation for membership in this community. The University Code of Conduct is located on the Internet at the following address: www.uncp.edu/sa/handbook and is published in the Student Handbook, the University Catalog, and the Faculty Handbook. All adjudicatory power of the Student Body shall be vested in a system of hearing boards with recognition that ultimate responsibility must conform with the By-Laws of the University as established by the Board of Trustees.

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.

Student Conduct discipline files are housed in the Office of Student Affairs for eight 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 Student Affairs Office 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 Student Affairs Office for ten 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

1. Introduction

1.1 This policy is adopted by the Board of Trustees of The University of North Carolina at Pembroke in conformity with the direction of the Board of Governors of The University of North Carolina. It is applicable to all students, faculty members, administrators, and other employees. This policy is also intended to comply with the requirements of the Drug-Free Schools and Campuses regulations of the U.S. Department of Education.

1.2 The University of North Carolina at Pembroke (the "University" or "UNCP") is dedicated to providing a work, study, and recreational environment that does not include illegal drugs, abuse of prescription medications, or excessive use of alcohol. All students, staff, faculty, and guests are viewed by the University as individually responsible and legally accountable for their actions. The illegal possession, sale or use of drugs, including alcohol, adversely affects the academic community. Toward that end, the University notifies in writing, the parents of students under the age of 21 of such offenses.

1.3 In addition, students should be aware that the UNCP Student Code of Conduct extends to any student whose **conduct on or off campus** becomes unsatisfactory and is determined to have a detrimental impact on the mission of the University. Students whose behavior off campus requires the involvement of law enforcement or other authorities may be subject to appropriate judicial sanctions from the university. This behavior includes being intoxicated in public, displaying, driving under the influence, or illegally possessing or using alcohol, or providing alcohol to students under legal age. Manufacturing, selling, using, or

possessing narcotics, barbiturates, amphetamines, marijuana, sedatives, tranquilizers, hallucinogens, and/or other known drugs and/or chemicals is included in this code, as is buying, selling, possessing, or using any kind of drug paraphernalia or counterfeit drugs.

1.4 The University has developed drug education, prevention, and intervention programs. Members of the University community are encouraged to become familiar with the programs and are invited to take advantage of the services provided.

1.5 The Chancellor has designated Counseling and Psychological Services (CAPS) as the coordinating agency of drug education. With that designation, CAPS is the office, under the supervision of the Director, responsible for overseeing all programs and changes related to this policy.

2. Alcohol/Drug Education Programs

2.1 The University has established and maintains a program of education designed to help all members of the University community avoid involvement with illegal drugs. This educational program emphasizes these subjects:

2.1.a The incompatibility of the use or sale of illegal drugs with the goals of the University;

2.1.b The legal consequences of involvement with illegal drugs;

2.1.c The medical implications of the use of illegal drugs; and

2.1.d The ways in which illegal drugs jeopardize an individual's present accomplishments and future opportunities.

2.2 Committee on Substance Abuse Prevention (CSAP)

2.2.1 The CSAP is a comprehensive and interdisciplinary team of campus and community professionals as well as students that provides informed guidance and advises the University community with coordinated drug-related education, prevention, and intervention services. The term "drugs" includes both legal drugs (i.e., alcohol, prescription medications, over-the-counter medications, nicotine, caffeine, etc.) and illegal drugs as covered by the Controlled Substance Act (N.C.G.S. 90-88 et. seq.). CSAP defines itself as an advisory board for the prevention, intervention, and education policies and activities concerning the use and/or abuse of tobacco, alcohol, and other drugs. A staff member of Counseling and Psychological Services serves as chairperson of CSAP. CSAP activities encourage individuals to:

2.2.1.a Value and maintain sound health.

2.2.1.a Respect state/federal laws and University regulations.

2.2.1.a Recognize and resist pressure to use drugs.

2.2.1.a Promote drug-free activities.

2.2.1.a Promote the use of rehabilitation resources.

2.2.1.a Recognize the incompatibility of drug abuse and achievement of personal goals.

2.3 Educational Activities and Counseling Services

2.3.1 Division of Student Affairs provides the following:

2.3.1.a Annual notification to all enrolled students of the consequences of drug use and/or abuse.

2.3.1.b Administration of an annual, anonymous, freshman *wellness* survey.

2.3.1.c Educational programs in a variety of formats.

2.3.1.d A multimedia library on drug related topics.

2.3.1.e Alternative programming promoting drug-free fun.

2.3.1.f Living/Learning programs in the residence halls.

2.3.1.g Observance of National Collegiate Alcohol Awareness Week.

2.3.1.h Peer-educators to encourage informed choices concerning alcohol consumption and to discourage the use of illegal drugs.

2.3.1.i Twelve-step meeting schedules, e.g., AA, NA, etc.

2.3.1.j Referral information for students.

2.3.1.k Drug assessment and/or counseling for students.

2.3.1.l Support groups and drug awareness workshops.

2.3.1.m Drug education and assessment for student violators of this Drug Policy.

2.3.1.n A biennial review of the drug and alcohol prevention program to:

2.3.1.n.1 determine its effectiveness and implement changes to the program if they are needed, and

2.3.1.n.2 ensure that the disciplinary sanctions are consistently enforced. (Appendix 1)

2.3.2 Division of Academic Affairs provides the following:

- 2.3.2.a** Alcohol/drug modules in all Freshman Seminar classes.
- 2.3.2.b** Academic credit courses in drug abuse prevention and chemical dependency.
- 2.3.2.c** Academic credit courses in wellness and fitness.
- 2.3.2.d** A Wellness Committee to promote healthy choices.

2.3.3 Division of Finance and Administration provides the following.

- 2.3.3.a** An Employee Assistance Program (EAP) which includes consultation, assessment, and referral.
- 2.3.3.b** Annual written notification of all employees of this Drug Policy, the consequences of drug use/abuse, and available resources, including EAP, for counseling and rehabilitation.

3. Institutional Policy on Drugs and Alcohol

3.1 Individuals who suspect they may have a drug or alcohol problem are encouraged to seek help through CAPS or EAP before the problem affects their academic performance, work performance or conduct. Anyone reporting to class/work under the influence of alcohol or illegal drugs or using alcohol or illegal drugs on the job may be suspended or dismissed without warning. In addition to disciplinary action by the University, violation of the University's drug-free policy may be cause for criminal prosecution by government or law enforcement agencies.

3.2 The illegal possession, sale, or use of drugs, including alcohol, will not be tolerated at the University. Violation will result in sanctions which may include dismissal from employment and the termination of student status (suspension or expulsion). The University may impose sanctions if it is proven by a *preponderance of evidence* that a violation has occurred. Students, faculty and staff are subject to federal, state, and local laws as well as University rules and regulations. Members of the University community are not entitled to greater immunities or privileges before the law than those enjoyed by other citizens generally. Although the University reserves the right to impose more severe sanctions for any violation of its Drug and Alcohol Policy as circumstances may warrant, the minimum penalties that may be imposed for particular offenses are set out herein below.

3.3 Alcohol Possession and/or Consumption Regulations for UNCP Students and Employees

3.3.1 Programs exist on campus to assist persons of legal age in making informed choices concerning alcohol.

3.3.2 Students of legal age are permitted to possess and consume beer, unfortified wine, fortified wine, spirituous liquor, and mixed beverages only within the confines of their residence hall rooms. Caffeinated alcoholic beverages (CABs, e.g., Four Loko, MoonShort, Joose) are prohibited on campus.

3.3.3 Students aged 21 years and older are permitted to possess and consume alcohol while tailgating in designated areas or parking lots prior to UNCP football games.

3.3.4 Student possession and/or consumption of any alcoholic beverage is prohibited at any location except as indicated in Section 3.3.2 and 3.3.3 of this Drug Policy.

3.3.5 Student fees cannot be used to purchase alcohol.

3.3.6 Kegs are not permitted on campus. Students are not to possess kegs, or any other common source containers of alcohol such as "party balls," or use any item such as bathtubs, trash cans, or similar container to hold alcohol. Beer funnels or other alcohol paraphernalia used for rapid consumption is not permitted anywhere on campus. Students are not allowed to construct or own a table used for the purpose of "beer pong" on campus. Kegs, or any other rapid alcohol consumption paraphernalia brought onto campus, will be seized as contraband by the Campus Police and the contents destroyed. Kegs may be retrieved with proof of ownership when the student is prepared to remove them from campus. The Chancellor of The University of North Carolina at Pembroke reserves the right to approve the use of alcoholic beverages (including kegs or beer) at special functions, provided appropriate permits are obtained from the North Carolina Alcoholic Beverage Control Commission.

3.3.7 In an effort to create sanctions for the violations to the University alcohol and drug policy that reflect UNCP's commitment to reduce underage and high-risk drinking and adherence to N.C. General Statute § 18B-302, the following will be enforced on a case-to-case basis. Minimum sanctions against students for underage consumption or possession/public display of alcohol:

3.3.7.a 1st Offense - Offenders will participate in a drug education and/or counseling program at their cost (currently \$100), and parental notification of offenses.

3.3.7.b 2nd Offense - Offenders will participate in additional drug counseling and

assessment and follow all counseling recommendations; offenders will pay the fee for this program (currently \$100); conduct probation for a term to be determined by the judicial process and parental notification of offenses;

3.3.7.c 3rd Offense - Suspension from the University for a period of at least one semester.

3.3.8 Sanctions for consumption, public display, or excessive use of alcohol (See Section 3.5) by students 21 and older that require the involvement of campus police or the student affairs office shall be determined on a case-to-case basis, but may include:

3.3.8.a 1st Offense - Offenders will participate in a drug education and/or counseling program at their cost (currently \$100)

3.3.8.b 2nd Offense - Offenders will participate in additional drug counseling and assessment and follow all counseling recommendations. Offenders will pay the fee for this program (Currently \$100) and be placed on Conduct Probation for a term to be determined by the judicial process.

3.3.8.c 3rd Offense - Suspension from the University for a period of at least one semester.

3.3.9 It is against the law for anyone to sell or give any alcoholic beverage to a person under twenty-one (21) years of age or to aid or abet such a person in selling, purchasing or possessing any alcoholic beverage. Any person under 21 years old who aids or abets an underage person in violating this law may be fined \$500, imprisoned for 6 months, or both. Any person 21 years or older who aids or abets an underage person to violate this law may be fined \$2000, imprisoned for 2 years, or both. (General Statute 18B-302) It is the policy of the University to cooperate with local law enforcement who may be investigating incidents where violations of this law have been committed on and off campus. Minimum sanctions for students over 21 who provide alcohol to minors:

3.3.9.a Offenders will participate in a drug education and/or counseling program at their cost (currently \$100). This program will focus on alcohol laws, responsible service practices, and social host liability laws.

3.3.9.b Conduct probation for a term to be determined by the judicial process.

3.3.9.c A second offense of this violation will mean suspension from the University for a period of at least one semester.

3.3.10 Campus mandatory drug education/counseling must be completed within forty (40) business days of the initial referral; if not, the student must complete an approved off-campus drug education/counseling program at his/her expense BEFORE being permitted to register for future classes or graduate. Failure to keep campus drug education/counseling appointments will result in a \$25 fee for each missed appointment.

3.3.11 Guests in violation of this Drug and Alcohol Policy shall be required to leave campus and could face additional sanctions, including arrest and criminal charges. Students who have guests on campus are responsible for their guests at all times and will be held accountable for their guest's actions.

3.3.12 Penalties for employees who violate any applicable laws or University policies regarding illegal possession or use of alcohol or provision of alcohol to persons under 21 years of age will be determined on a case-by-case basis and will cover the entire range of penalties available to the University as an employer, including but not limited to suspension and discharge from employment.

3.4 Social Host Liability Law

3.4.1 In addition to the substantial criminal penalties for furnishing alcohol to an underage person and/or helping an underage person obtain alcohol, individuals and student groups serving alcohol to friends or guests should be aware that if:

3.4.1.a A person serves an alcoholic beverage to someone whom the server knew, or should have known, was under the influence of alcohol, and

3.4.1.b The server knew that person would shortly thereafter drive an automobile; a jury could conclude, some injury could result from the negligent conduct. This means that, if someone is injured by a drunk driver and sues the person(s) who served the driver alcohol, a jury might find that the server(s) were partly responsible for the injuries and order the server(s) to pay substantial damages to the injured person or his/her estate. Significant personal consequences could result to the host or provider of the alcohol. The above information is not intended as legal advice. If uncertain about this issue, contact a private attorney.

3.5 Excessive and/or Harmful Use of Alcohol

3.5.1 Substance abuse, especially alcohol abuse, is a significant problem on university campuses. The University strives to create a healthy academic and social environment that states high-risk or underage drinking will not be tolerated. Excessive and/or harmful use of alcohol is any abuse of alcoholic beverages, as determined on a case-by-case basis by the Director of Student Conduct. Examples of excessive and/or harmful use of alcohol include, but are not limited to:

3.5.1.a Use of alcohol which leads to medical consequences such as passing out, blackouts (loss of memory), gastritis (vomiting, retching), physical injuries, or other medical problems.

3.5.1.b Use of alcohol in association with inappropriate behavior.

3.5.1.c A pattern of episodes of alcohol related violations of the Student Code of Conduct.

3.5.1.d A single episode of intoxication in which the Director of Student Conduct or his/her designee believes that the level of alcohol consumption posed a risk to the student's health or well-being. Students who fall under this category of policy violation may be referred to the Emergency Health and Safety committee if their behavior is deemed a safety risk. (Section V, Administrative Policies of the Student Handbook)

3.6 Illegal Possession of Drugs and/or Paraphernalia by UNCP Students, Staff, and Faculty

3.6.1 Illegal drugs and drug usage definition: The usage (including but not limited to consumption, injection, smoking/inhalation, etc.), manufacture, possession, or distribution of illegal drugs or significantly mind-altering substances, pharmaceutical and otherwise (including salvia divinorum, medical marijuana, and synthetic forms of banned substances, including but not limited to, K2, Spice, Black Magic, etc.); inappropriate/illegal use or distribution of any pharmaceutical product; being in the presence of others while the above mentioned drug use is occurring; or possession of drug paraphernalia, including bong.

3.6.2 For a first offense involving the illegal possession or use of any controlled substance identified in Schedule I, N.C. General Statutes § 90-89, or Schedule II, N.C. General Statute § 90-90, (including, but not limited to, heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, methaqualone) the minimum penalty shall be suspension from enrollment and from employment for a period of at least one semester or its equivalent. Employees subject to the State Personnel Act are governed by regulations of the State Personnel Commission. Minimum penalties for this offense exceed the maximum period of suspension without pay that is permitted by the State Personnel Commission regulations, so the penalty for a first offense for employees subject to the State Personnel Act is discharge from employment.

3.6.3 Students who receive an offense involving the illegal possession or use of any controlled substance identified in Schedules III through VI, N.C. General Statutes § 90-91 through 90-94, (including, but not limited to, marijuana, rohypnol, phenobarbital, codeine) and/or the possession of drug paraphernalia, the minimum penalty shall be:

3.6.3.a 1st Offense - Conduct Probation, for a period to be determined on a case-by-case basis and mandatory participation in a drug education and assessment program (currently \$100 for students) and parental notification. This does not preclude criminal action from being initiated.

3.6.3.b 2nd Offense – For a second or other subsequent offenses involving illegal possession of controlled substances identified in Schedules III-IV, progressively more severe penalties shall be imposed; for students, the minimum penalty cannot be less than be suspension for a period of at least a semester; more severe penalties may be imposed, including expulsion. To be readmitted after a suspension, the student (at his/her own expense) must submit documentation of completed drug education and assessment at least equivalent to that which would have been received at the university, multiple negative drug tests over a period of time and meet such other conditions as the University may require. This does not preclude criminal action from being initiated.

3.6.4 Campus mandatory drug education/counseling for students must be completed within 40 business days of the initial referral; if not, the student must complete an approved off-campus drug education/counseling program at his/her expense BEFORE being permitted to register for future classes, transfer, or graduate. Failure to keep campus drug education/counseling appointments will result in a \$25 fee for each missed appointment. This fee applies to all referred offenders from campus police, student affairs, and athletics.

3.6.5 For second or other subsequent offenses involving controlled substances, progressively more severe penalties shall be imposed; for students, the minimum penalty cannot be less than suspension for a progressively longer term; more severe penalties may be imposed, including expulsion of students and discharge of employees. To be readmitted after a suspension, the student (at his/her own expense) must submit documentation of multiple negative drug tests over a period of time and meet such other conditions as the University may require.

3.6.6 Section 483 (r)(1) of the Federal Higher Education Amendments of 1998 states: “A student who has been convicted of any offense under Federal or State law involving the possession or sale of a controlled substance SHALL NOT BE ELIGIBLE TO RECEIVE ANY GRANT, LOAN, OR WORK ASSISTANCE under this title during the period beginning on the date of such conviction” and lasting for one year, two years, or indefinitely, depending on the offense.

3.6.7 Penalties for employees who violate any applicable laws or university policies regarding illegal possession or use of any controlled substance identified in Schedules III through VI, N.C. General Statutes 90-91 through 90-94, (including, but not limited to, marijuana, rohypnol, phenobarbital, codeine) and/or the possession of drug paraphernalia will be determined on a case-by-case basis and will cover the entire range of penalties available to the university as an employer, including but not limited to, probation, suspension, and discharge from employment. If an unexpired balance of the prescribed period of probation for an employee subject to the State Personnel Act exceeds the maximum period of suspension without pay permitted by the State Personnel Commission regulations, that employee shall be discharged.

3.7 Trafficking in Illegal Drugs by UNCP Students, Staff, and Faculty

3.7.1 For the illegal manufacture, sale or delivery, or possession with intent to manufacture, sale or deliver, any controlled substance identified in Schedule I, N.C. General Statutes 90-89 or Schedule II, N.C. General Statutes 90-90 (including, but not limited to, heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, methaqualone) any student shall be expelled and any employee shall be terminated.

3.7.2 For a first offense involving the illegal manufacture, sale or delivery, or possession with intent to manufacture, sale or deliver, any controlled substance identified in Schedules III through VI, N.C. General Statutes 90-91 through 90-94, (including, but not limited to, marijuana, rohypnol, phenobarbital, codeine) the minimum penalty shall be suspension from enrollment or employment for a period of at least one semester or its equivalent. Employees subject to the State Personnel Act are governed by regulations of the State Personnel Commission. Minimum penalties for this offense exceed the maximum period of suspension without pay that is permitted by the State Personnel Commission regulations, so the penalty for a first offense for employees subject to the State Personnel Act is discharge from employment.

3.7.3 For a second offense, any student shall be expelled and any employee shall be terminated.

3.8 Abuse of Prescription and/or Over-the-counter Medications

3.8.1 The abuse of legal medications can lead to serious health complications for the user. Abuse of some medications can also lead the individual to exhibit behavior which is dangerous to self and others. The University strongly supports efforts of individuals to change maladaptive behavior and offers services through both the Counseling & Testing Center, the Student Health Services, and EAP. Continued abuse and disruptive behavior may result in disciplinary action.

3.9 Hazing by UNCP Students and Student Groups

3.9.1 The N.C. General Statute § 14-35 defines hazing as follows: “to subject another student to physical injury as part of an initiation, or as a prerequisite to membership, into any organized school group.”

3.9.2 Hazing violations involving drugs and/or alcohol will be required to participate in the campus mandatory drug education/counseling program as well as incur all costs associated with the program.

3.10 Suspension Pending Final Disposition

3.10.1 A student, faculty member, administrator, or other employee charged with a violation of this policy may be suspended from enrollment and employment before initiation or completion of regular disciplinary proceedings if, assuming the truth of the charges, the Chancellor or his/her designee concludes that the person’s continued presence would constitute a clear and immediate danger to the health or welfare of any member of the University community. When a suspension is imposed, an appropriate hearing of the charges against the person suspended shall be held as promptly as possible.

3.11 Process for Imposition of Penalties

3.11.1 Students, faculty, and staff are subject to all local, state, and federal laws relating to drug use and possession. Action on the part of the University is based upon its right to carry out its appropriate mission and is not designed to be merely punitive. University action is not dependent upon and does not preclude criminal or civil action in the courts.

3.11.2 Penalties will be imposed by the University in accordance with procedural safeguards applicable to disciplinary actions against students, faculty members, administrators, and other employees, as required by Section 502 D(3) and Section 603 of *The Code*; by the Board of Governors policies applicable to other employees exempt from the State Personnel Act; and by regulations of the State Personnel Commission. Faculty should refer to section 4, page 63, “Due Process Before Discharge or the Imposition of Serious Sanctions for Tenure Track Faculty” and section 11, page 201, in the Faculty Handbook. Students should refer to the Student Government Association Constitution in the Student Handbook, Volume III, “The Adjudication Boards.” SPA employees should refer to the State Personnel Manual, Section 7, “Discipline, Appeals, and Grievances” and UNCP’s “SPA Employee Grievance and Appeal Policy.” EPA employees should refer to the UNCP handbook for EPA employees, “Personnel Policies for Employees Exempt from the State Personnel Act, UNCP,” Section IV.

3.12 Policy Implementation and Reporting

3.12.1 All drug and alcohol violations on the UNCP campus are reported via the Crime Awareness and Campus Security Act [20 USC 1092 (f)] (CACSA), required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The report is compiled in accordance with the guidelines set forth in U.S. Department of Education, Office of Postsecondary Education, The Handbook for Campus Crime Reporting, Washington, DC, 2005 and is completed by Campus Police.

4. Health Risks of Psychoactive Drugs

4.1 All psychoactive drugs (including alcohol) can produce negative health risks associated with long-term chronic use. Some, but not all, related health risks are listed below.

4.1.1 Alcohol: (medically classified as a depressant) Central nervous system depression, impaired judgment, liver damage, malnutrition, pancreatitis, lowered immunities, and severe birth defects in babies whose mothers used alcohol during pregnancy. An overdose may result in a coma and death.

4.1.2 Cocaine: Anxiety, insomnia, paranoia, perforation of the nasal septum, seizures, cardiac arrest.

4.1.3 Depressants: (e.g., Librium, Xanax, Valium) Central nervous system depression, staggering gait, visual disturbances, lethargy, dizziness, and nausea or death.

4.1.4 Hallucinogens: (e.g., LSD, PCP, and hallucinogenic mushrooms) Visual distortions, increased heart rate and blood pressure, psychotic episodes, panic disorders, and flashbacks.

4.1.5 Inhalants: Nausea, headaches and perceptual distortions. Permanent damage to bone marrow, lungs, liver and kidneys and a risk of lung or cardiac arrest with initial or repeated use.

4.1.6 Marijuana: Increased heart rate, lowered body temperature, impaired coordination, appetite stimulation, weakened immune system, increased risk of throat/lung cancer, and speech/memory/learning distortions. Long term use may result in short term memory loss, amotivational syndrome, and reproductive system abnormalities.

4.1.7 Narcotics: (e.g., codeine, heroin, morphine) Shallow breathing, reduced sex drive, apathy, anxiety, mood swings, nausea, and respiratory depression. An overdose may induce a coma, convulsions, respiratory arrest or death.

4.1.8 Rohypnol: (flunitrazepam, commonly called the *date rape* drug) Drowsiness, impaired motor skills, and inability to recall events. Combined with alcohol or other drugs may lead to respiratory depression, aspiration, and death.

4.1.9 Stimulants: (amphetamines) Anxiety, agitation, malnutrition, irregular heartbeat, chronic sleeplessness, and amphetamine psychosis.

9. Applicable Forms

9.1 Committee on Substance Abuse Prevention (CSAP) Biennial Review Form.

COLLEGE OF ARTS AND SCIENCES

Dean: Mark Canada

Associate Dean: Meredith L. Storms

The College of Arts and Sciences is composed of 16 academic departments offering a variety of programs leading to bachelor's degrees, including the Bachelor of Arts, Bachelor of Science, Bachelor of Music, Bachelor of Science in Nursing, and Bachelor of Social Work. 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 Public Management, Criminal Justice, Emergency Management, and Health Administration; the Master of Social Work; the Master of Science in Nursing; and the Master of Arts in Art Education, English Education, Mathematics Education, Music Education, Science Education, and Social Studies Education, are available through the School of Graduate Studies. Students interested in any of these programs should consult the Graduate Studies section of the catalog.

DEPARTMENTS IN THE COLLEGE OF ARTS AND SCIENCES

AMERICAN INDIAN STUDIES	118
Mary Ann Jacobs, Chair	
ART	122
Richard Gay, Chair	
BIOLOGY	133
David D. Zeigler, Chair	
CHEMISTRY AND PHYSICS	145
Sivanadane Mandjiny, Chair	
ENGLISH, THEATRE, AND FOREIGN LANGUAGES	156
Virginia K. McClanahan, Chair	
GEOLOGY AND GEOGRAPHY	179
Martin B. Farley, Chair	
HISTORY	186
Robert W. Brown, Chair	
MASS COMMUNICATION	198
Jason Hutchens, Chair	
MATHEMATICS AND COMPUTER SCIENCE	205
Steven D. Bourquin, Chair	
MUSIC	219
Timothy M. Altman, Chair	
NURSING	235
Barbara B. Synowicz, Chair	
PHILOSOPHY AND RELIGION	244
David H. Nikkel, Chair	
POLITICAL SCIENCE AND PUBLIC ADMINISTRATION	253
Kevin S. Freeman, Chair	
PSYCHOLOGY	262
Kelly A. Charlton, Chair	
SOCIAL WORK	267
Sherry Edwards, Chair	
SOCIOLOGY AND CRIMINAL JUSTICE	273
Mario Papparozzi, Chair	

SCHOOL OF BUSINESS

Dean: Ramin Cooper Maysami

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 is composed of three academic departments offering 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.

The Thomas Family Center for Entrepreneurship (TFCE) is a part of the School of Business that provides entrepreneurial development. Its ambition is to stimulate entrepreneurial thinking among the UNCP student body as well as to assist and support entrepreneurs and new ventures in the Southeastern North Carolina region. The TFCE's mission is focused on education, research, planning, and community engagement. For more information, see the Academic Services section of the catalog.

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 Accounting Student Association, the Economics and Finance Club, the Society for Human Resource Management (SHRM), and our nationally award-winning chapter of Enactus (formerly Students in Free Enterprise—SIFE).

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

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, plus at least 12 additional unduplicated hours for the second 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, Entrepreneurship, Finance, Management, Marketing, and Quantitative Finance for non-Business majors only. Currently, Business majors cannot obtain a minor from the School of Business. The School also offers a 15-hour Entrepreneurship Certificate Program (ECP) and the 18-hour Entrepreneurship Minor that provide UNCP students in good standing from all majors the opportunity to learn how to start and manage their own businesses.

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 evening and online degree programs in Economics, Finance, and Management, the School of Business serves students who are unable to attend daytime classes. Further assistance is supplied in placement services and special consultation to the business community at large. The BSBA and MBA programs are also offered through a combination of on-site and online courses on satellite campuses at Sandhills Community College, Richmond Community College, and Fort Bragg.

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.

COURSE—BUSINESS (BUS)

BUS 2000. Introduction to Business

This course introduces the student to the terminology and concepts used in the world of business through a comprehensive approach designed around the functional areas of business administration. The course will focus on how the business entity interacts with its employees (management), customers (economics and marketing), and lenders and creditors (accounting and finance). An emphasis is placed on understanding the global business environment (international business). Topics include the components and actions needed to start a business (entrepreneurship), the skills needed to manage the firm, how products and services of the business are effectively priced and marketed, sources of funds to start and grow the company, and the accounting tools that are used to track income and expenses. Business ethics and social responsibility will be emphasized, as well the use of technology within each of the functional areas mentioned above, and effective business communication skills. Credit, 3 semester hours.

ACCOUNTING AND INFORMATION TECHNOLOGY DEPT. 289

Interim Coordinator: Ramin C. Maysami

ECONOMICS, FINANCE, AND DECISION SCIENCES DEPT. 293

Interim Coordinator: John E. Spillan

MANAGEMENT, MARKETING, AND INTERNATIONAL BUSINESS DEPT. 301

Chair: John E. Spillan

ENTREPRENEURSHIP PROGRAMS 308

Director: Michael L. Menefee

SCHOOL OF EDUCATION

Dean: Zoe W. Locklear

Interim Associate Dean: Alfred Bryant

The School of Education administers the Teacher Education Program at The University of North Carolina at Pembroke. The University offers 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), Middle Grades Education (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). Some majors (program areas) are housed in the School of Education, and some are housed in the College of Arts and Sciences.

The School of Education also has seven departments: Elementary Education; Education Specialties; Professional Pedagogy and Research; School Administration and Counseling; Health, Physical Education, and Recreation; Aerospace Studies; and Military Science. The Department of Elementary Education offers the Bachelor of Science degree in Elementary Education and a graduate degree in Elementary Education (M.A.Ed.). The Department of Education Specialties offers the Bachelor of Science degrees in Birth-Kindergarten Education and Special Education and a graduate degree in Reading Education (M.A.Ed.). The Department of Professional Pedagogy and Research offers graduate degrees in Middle Grades Education (M.A.Ed.) and the M.A.T. The Department of School Administration and Counseling offers graduate degrees in Clinical Mental Health Counseling (M.A.Ed.), Professional School Counseling (M.A.Ed.), and School Administration (M.S.A.). The Department of Health, Physical Education, and Recreation offers the Bachelor of Science degree with majors in Athletic Training, Health/Physical Education Licensure, and Exercise and Sport Science with tracks in Health Promotion, Recreation, Exercise Physiology, and Sport Management. 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.

The University of North Carolina at Pembroke also offers the Master of Arts (M.A.) and Master of Arts in Teaching (M.A.T.) degrees in Art Education (K-12), English Education (9-12, 6-9), Mathematics Education (9-12, 6-9), Music Education (K-12), Physical Education (K-12), Science Education (9-12, 6-9), and Social Studies Education (9-12, 6-9). For more information about graduate programs in education, see the School of Graduate Studies section of this catalog.

TEACHER EDUCATION PROGRAM..... 311
 Director: Zoe W. Locklear

DEPARTMENT OF ELEMENTARY EDUCATION 346
 Chair: Karen Stanley

DEPARTMENT OF EDUCATIONAL SPECIALTIES 350
 Chair: Betty Wells Brown

DEPARTMENT OF PROFESSIONAL PEDAGOGY AND RESEARCH..... 361
 Interim Chair: Valjeaner Brewington Ford

DEPARTMENT OF SCHOOL ADMINISTRATION AND COUNSELING 367
 Chair: Alfred Bryant

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION 368
 Chair: Tommy Thompson

DEPARTMENT OF AEROSPACE STUDIES 384
 Director: Lt. Colonel Allen Gradnigo (Air Force)

DEPARTMENT OF MILITARY SCIENCE..... 387
 Director: Capt. Larry Pitts (Army)

SCHOOL OF GRADUATE STUDIES

Dean: Rebecca Bullard-Dillard

Associate Dean: Irene Pittman Aiken

GRADUATE PROGRAMS, POLICIES, AND PROCEDURES	391
GRADUATE SCHOOL ADMISSIONS POLICIES	392
MASTER'S DEGREE REQUIREMENTS	398
ADDITIONAL GRADUATE SCHOOL POLICIES	400
GRADUATE EXPENSES	405
MASTER OF ARTS PROGRAMS	
ART EDUCATION PROGRAM (M.A.)	406
ENGLISH EDUCATION PROGRAM (M.A., ESL ADD-ON LICENSURE)	409
MATHEMATICS EDUCATION PROGRAM (M.A.)	416
MUSIC EDUCATION PROGRAM (M.A.)	421
PHYSICAL EDUCATION PROGRAM (M.A.)	426
SCIENCE EDUCATION PROGRAM (M.A.)	429
SOCIAL STUDIES EDUCATION PROGRAM (M.A.)	436
MASTER OF ARTS IN EDUCATION PROGRAMS	441
ELEMENTARY EDUCATION PROGRAM (M.A.Ed.)	442
MIDDLE GRADES EDUCATION PROGRAM (M.A.Ed.)	443
READING EDUCATION PROGRAM (M.A.Ed.)	445
CLINICAL MENTAL HEALTH COUNSELING PROGRAM (M.A.Ed.)	446
PROFESSIONAL SCHOOL COUNSELING PROGRAM (M.A.Ed.)	448
MASTER OF ARTS IN TEACHING (M.A.T.) PROGRAM WITH SPECIALIZATIONS IN	463
ART EDUCATION	464
MUSIC EDUCATION	465
PHYSICAL EDUCATION	466
MIDDLE GRADES EDUCATION (LANGUAGE ARTS, MATHEMATICS, SCIENCE, SOCIAL STUDIES)	466
AND SECONDARY EDUCATION (ENGLISH, MATHEMATICS, SCIENCE, SOCIAL STUDIES)	
MASTER OF BUSINESS ADMINISTRATION PROGRAM (M.B.A.)	473
MASTER OF PUBLIC ADMINISTRATION PROGRAM (M.P.A.)	480
MASTER OF SCHOOL ADMINISTRATION PROGRAM (M.S.A., ADD-ON LICENSURE)	490
MASTER OF SCIENCE IN NURSING PROGRAM (M.S.N.)	493
MASTER OF SOCIAL WORK PROGRAM (M.S.W.)	503

SCHOOL OF GRADUATE STUDIES MISSION STATEMENT

The mission of the School of Graduate Studies of 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 eighteen master's degrees, 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 School of Graduate Studies 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 School of Graduate Studies offers selected classes and programs at satellite locations, primarily community colleges. All programs offer online and/or hybrid courses. The M.P.A. degree is offered as an on-campus or an online program, and the M.A.Ed. in Elementary Education is offered as an online program.

LOCATION

While graduate classes may be offered at a variety of campus and off-campus sites, the location for all inquiries regarding graduate admissions, policies, and procedures is the School of Graduate Studies, 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 graduate studies may be accessed through the school's website: <http://www@uncp.edu/grad/>. The mailing address is

School of Graduate Studies
The University of North Carolina at Pembroke
P.O. Box 1510
Pembroke, NC 28372

GRADUATE PROGRAMS, POLICIES, AND PROCEDURES

GRADUATE PROGRAMS OFFERED

The following master's level programs are available:

- Master of Arts (M.A.) in Art Education
- Master of Arts (M.A.) in English Education
- Master of Arts (M.A.) in Mathematics Education
- Master of Arts (M.A.) in Music Education
- Master of Arts (M.A.) in Physical Education
- Master of Arts (M.A.) in Science Education
- Master of Arts (M.A.) in Social Studies Education
- Master of Arts in Education (M.A.Ed.) in Elementary Education
- Master of Arts in Education (M.A.Ed.) in Middle Grades Education
- Master of Arts in Education (M.A.Ed.) in Reading Education
- Master of Arts in Education (M.A.Ed.) in Clinical Mental Health Counseling
- Master of Arts in Education (M.A.Ed.) in Professional School Counseling
- Master of Arts in Teaching (M.A.T.) with licensure in Art Education, Music Education, Physical Education, Middle Grades Education (Language Arts, Mathematics, Science, Social Studies), and Secondary Education (English, Mathematics, Science, Social Studies)
- Master of Business Administration (M.B.A.)
- Master of Public Administration (M.P.A.)
- Master of School Administration (M.S.A.)
- Master of Science in Nursing (M.S.N.)
- Master of Social Work (M.S.W.)

ADD-ON LICENSURES

English as a Second Language (ESL)

Master of School Administration

GRADUATE SCHOOL POLICIES AND PROCEDURES

Policies and procedures common to all graduate programs of The University of North Carolina at Pembroke appear in the following pages. The School of Graduate Studies and the Graduate Council are responsible for ensuring the accuracy of this section on Graduate School policies and procedures.

Detailed information on each program, including requirements specific to individual programs, is contained in subsequent pages. 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. 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 School of Graduate Studies and the University's graduate programs also is available on the Graduate Studies 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 this website.

GRADUATE SCHOOL ADMISSIONS POLICIES

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 studies. To be considered for admission to the Graduate School, an applicant must have an earned bachelor's degree from an accredited college or university as determined by a regional or general accrediting agency. Applicants whose undergraduate degrees are still in progress may apply for provisional admission except where precluded by program requirements. 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.ond.vlaanderen.be/hogeronderwijs/bologna>.

The Graduate Studies 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 School of Graduate Studies of the University.

Admission Deadlines

Application materials and all supporting documentation should be submitted to the School of Graduate Studies at least one month prior to the projected enrollment date (at least six months prior to the projected enrollment date for international students), or by the application deadline established by specific programs. Students may enter most programs at the beginning of any semester or summer term; however, some programs have established program-specific admission timeframes. Some

programs may offer the option of early provisional admission to promising undergraduates, pending completion of their degrees.

The following programs have established program-specific admissions deadlines:

Program	Fall Deadline	Spring Deadline	Summer Deadline
Clinical Mental Health Counseling and Professional School Counseling	May 1	November 1	No admissions
Nursing (M.S.N.)	May 15	November 1 (limit of 10)	No admissions
Public Administration	April 1	October 15	No admissions
Reading Education	Contact program	Contact program	Contact program
Social Studies Education (M.A. & M.A.T.)	July 31	December 1	April 15
Social Work (M.S.W.)	Contact program	No admissions	Advanced Standing only—Contact program for date

The Admissions Decision

The Dean of Graduate Studies and Research 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 School of Graduate Studies of the University does not guarantee admission to a specific program.

The admissions decision is made by the Dean of Graduate Studies and Research 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. These are defined as follows:

Quantitative Criteria: Quantitative criteria are those data with numerical values. These commonly include the applicant's scores on standardized tests (e.g., the Graduate Record Exam {GRE}, the Miller Analogies Test {MAT}, or the Graduate Management Admissions Test {GMAT}) and the applicant's grade point average (GPA). Consideration may be given to any additional numerical information that the prospective graduate student submits.

Qualitative Criteria: The Dean of Graduate Studies and Research and the graduate program directors are open to receiving additional evidence of an applicant's educational endeavors and experience. While individual degree program admission requirements may vary (see the Graduate Studies website {www.uncp.edu/grad} and the websites of the individual programs for specifics), the following documents are especially useful to the School of Graduate Studies:

- letters-of-recommendation from former professors, immediate supervisors of employment, and professional colleagues;
- essays detailing professional experiences and objectives in pursuing graduate studies;
- a professional résumé.

Categories of Admission

The School of Graduate Studies of The University of North Carolina at Pembroke 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.

These categories are further explained in the sections below. Admissions requirements, international student admission requirements, and entrance examinations are also described. All students seeking to enroll in any graduate class must be admitted to the School of Graduate Studies, or they must have specific permission from the Dean of Graduate Studies and Research.

In addition to the categories of admission listed above, the Dean of Graduate Studies and Research may grant permission to seniors at UNCP who are within nine (9) semester hours of graduation to take up to six (6) hours of graduate course work. Further information concerning undergraduate enrollment for graduate courses is provided below.

General Admission Requirements: Full or Provisional Admission to a Program

To be eligible for consideration for full or provisional admission to a degree program, an applicant must:

- a) submit a completed application form to the School of Graduate Studies;
- b) pay a \$45.00 non-refundable application fee (\$60.00 for international applicants; see below for additional information for international applicants);
- c) submit one official transcript from **all** colleges/universities attended, including an official transcript indicating that the applicant received a baccalaureate degree from an accredited institution of higher learning and stating the date the degree was awarded; applicants who have not yet completed their undergraduate degree may be offered provisional admission, but failure to produce the official transcript verifying conferral of a baccalaureate-level degree during the first semester of graduate enrollment will result in a withdrawal of the offer of admission, withdrawal from all current classes, a registration hold, and forfeiture of tuition and fees;
- d) have a satisfactory undergraduate academic record and meet at least one of the following minimum GPA (4.0 scale) requirements: an overall GPA of at least a 2.5 on all undergraduate work, or an overall GPA of at least a 3.0 in the undergraduate major, or a GPA of at least a 3.0 on all undergraduate work taken in the senior year;
- e) submit an official report of satisfactory scores on the Miller Analogies Test (MAT), the Graduate Record Examination (GRE) {required for M.P.A.}, or the Graduate Management Admissions Test (GMAT) (see below for additional information about the standardized entrance examination requirement); MBA program will accept GRE or GMAT scores only. MSN applicants may be allowed to waive the Entrance Examination requirement if their overall undergraduate GPA is ≥ 3.5 (out of 4.0).
- f) have three academic and/or professional recommendations submitted on their behalf. At least one recommendation should be from a college/university faculty member in the undergraduate major of the applicant; others should be from the applicant's employer/supervisor, if applicable;
- g) submit a copy of a current NC teaching license, or a current license from another state, if applying to the M.S.A. program, an M.A.Ed. program (except for Clinical Mental Health Counseling and Professional School Counseling programs), or an M.A. licensure program (see below for additional information about the licensure requirement for admission to education programs).

In some cases, additional information such as an essay, personal interview, background check, or audition may be required. See the program-specific admissions requirements and preferred references that are posted on the Graduate Studies website (www.uncp.edu/grad) and/or on the individual program websites and in the individual program sections of this catalog.

Information about the admissions requirements for international students can be found in a separate section below and on the Graduate Studies website.

General Admissions Requirements: 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, 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. All degree-seeking students who enroll with special admission status will have their records inactivated after one semester. 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 application to the School of Graduate Studies;
- b) pay a \$45.00, non-refundable application fee (\$60.00 for international applicants; see below for additional information for international applicants);
- c) submit an official transcript indicating that he/she received a baccalaureate degree from a regionally accredited institution of higher learning and including the date the degree was awarded;
- d) have a satisfactory undergraduate academic record and meet at least one of the following minimum GPA (4.0 scale) requirements: an overall GPA of at least a 2.5 on all undergraduate work, or an overall GPA of at least a 3.0 in the undergraduate major, or a GPA of at least a 3.0 on all undergraduate work taken in the senior year;
- e) submit a copy of a current NC teaching license, or a current license from another state, if applying to the M.S.A. program, an M.A.Ed. program (except for Clinical Mental Health Counseling and Professional School Counseling programs), or an M.A. licensure program (see below for additional information about the licensure requirement for admission to education programs).

General Admissions Requirements: Enrichment Students

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 cannot enroll for more than six (6) semester hours in a semester. Continuation of enrollment beyond one semester in this category requires the written approval of the Dean of the School of Graduate Studies. A maximum of six (6) semester hours (if appropriate and within the time limit) earned as a special student may later be applied toward degree requirements.

Individuals seeking to enroll in enrichment studies must meet the same admissions requirements as those stated above for special admission:

- a) submit a completed application to the School of Graduate Studies;
- b) pay a \$45.00, non-refundable application fee (\$60.00 for international applicants; see below for additional information for international applicants);
- c) submit an official transcript indicating that he/she received a baccalaureate degree from a regionally accredited institution of higher learning and including the date the degree was awarded;
- d) have a satisfactory undergraduate academic record and meet at least one of the following minimum GPA (4.0 scale) requirements: an overall GPA of at least a 2.5 on all undergraduate work, or an overall GPA of at least a 3.0 in the undergraduate major, or a GPA of at least a 3.0 on all undergraduate work taken in the senior year.

General Admissions Requirements: Visiting Graduate Students

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 School of Graduate Studies. 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 School of Graduate Studies. Also, visiting graduate students who wish to enroll for an additional semester must secure the written approval of the Dean of the School of Graduate Studies.

To be eligible for admission consideration as a visiting student, an applicant must:

- a) submit an application to the School of Graduate Studies;
- b) pay the non-refundable application fee of \$45.00 (\$60.00 for international applicants; see below for additional information for international applicants);
- c) submit a letter-of-good-standing signed by the graduate dean (or an appropriate official) of their home graduate school specifying the course(s) for which transfer credit may be earned.

International Students: General Admissions Requirements

The School of Graduate Studies of The University of North Carolina welcomes applications from potential graduate students from other nations. Applicants from non-English-speaking nations must provide evidence of proficiency in the English language with their applications for admission to the University's Graduate Programs. Scores on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) are required. I-20 or DS-2019 forms will not be issued until the student is officially accepted into a Graduate School program. All documents must be submitted directly to the School of Graduate Studies at least six months prior to the projected date of enrollment.

To be eligible for consideration for admission as an international student, an applicant must:

- a) submit a completed application to the School of Graduate Studies;
- b) pay the non-refundable application fee of \$60.00;
- c) submit one official transcript from all colleges/universities attended, including an official transcript indicating that the applicant received the equivalent of a baccalaureate degree and stating the date the degree was awarded;
- d) submit an official transcript evaluation report from World Education Services or International Education Services;
- e) have a satisfactory undergraduate academic record;
- f) submit an English translation of all transcripts;
- g) submit an official report of satisfactory scores on the Miller Analogies Test (MAT), the Graduate Record Examination (GRE) {required for M.P.A.}, or the Graduate Management Admissions Test (GMAT) (see below for additional information about the standardized entrance examination requirement); MBA program will accept GRE or GMAT scores only. MSN applicants may be allowed to waive the Entrance Examination requirement if their overall undergraduate GPA is ≥ 3.5 (out of 4.0);
- h) provide evidence of proficiency in the English language by submitting 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;
- i) have three academic and/or professional recommendations submitted on their behalf, including at least one recommendation from a college/university faculty member in the undergraduate major of the applicant and others from the applicant's employer/supervisor, if applicable;
- j) submit official proof of financial support.

Additional information about these admissions requirements for international students can be found on the Graduate Studies website.

Standardized Entrance Examination Requirement for Admission

Applicants are required to submit an official report of satisfactory scores on an appropriate standardized entrance examination. MSN applicants may be allowed to waive the Entrance Examination requirement if their overall undergraduate GPA is ≥ 3.5 .

- a) Miller Analogies Test: The Miller Analogies Test or MAT is accepted by the School of Graduate Studies for all graduate programs except the M.P.A. or the M.B.A. This examination is offered on a regular basis by the Counseling and Testing Center located in room 243 of the Chavis University Center on the campus of The University of North Carolina at Pembroke. To schedule a sitting for the MAT, applicants may telephone (910) 521-6202. Additional

information is available at the Center's website (www.uncp.edu/ct).

- b) Graduate Record Examination: The Graduate Record Examination (GRE) is required for the M.P.A. Program. It is accepted by the School of Graduate Studies for all graduate programs. It is offered by the Educational Testing Service (ETS) of Princeton, NJ. Additional information is available at the ETS website (www.gre.org).
- c) Graduate Management Admissions Test: The Graduate Management Admissions Test (GMAT) is accepted for M.B.A. applications and is offered by the ETS. MBA students may also submit GRE scores. Additional information is available at the ETS website (www.mba.com).

If the applicant already holds a master's degree or above (e.g., master's, doctorate, J.D.), the entrance test requirement may be waived. The program director will make a recommendation to the Dean of Graduate Studies and Research concerning whether or not the applicant must take or retake the appropriate exam before an official admission decision is made.

Licensure Requirement for Admission to Education Programs

Applicants for all graduate degrees leading to licensure by the North Carolina State Board of Education—other than Master of Arts in Teaching degree—must submit a copy of any current licenses held. In some programs, students without current licensure are 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.

Enrollment for Additional Graduate Licensure

Students 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 one for an additional degree.

Students who hold a master's degree in a counseling area (e.g., Community Counseling, Agency Counseling, Mental Health Counseling) and who wish to obtain licensure as a school counselor and students who possess graduate licensure in a teaching area who wish to obtain a school administration license must apply for admission to the licensure-only program. Admission requirements are identical to those for the degree program. Additional information may be obtained from the School of Graduate Studies or from the specific program.

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 in six to twelve credit hours (with a grade of B or better) with approval of the Program Director and the Graduate Dean according to the following sliding scale:

30-39 hours in the program—transfer up to 6 credit hours;

40-49 hours in the program—transfer up to 9 hours;

50+ hours in the program—transfer up to 12 hours.

These 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 Enrollment for Graduate Courses

Provided they are otherwise qualified for admission to graduate study, seniors at UNCP who are within nine (9) semester hours of graduation may apply to the Dean of Graduate Studies and Research for permission to carry up to six (6) semester hours of graduate course work while completing the baccalaureate degree. Credit earned in this manner may not be used to meet requirements for the baccalaureate degree and, at the same time, applied toward the master's degree. Seniors who qualify and wish to enroll in a graduate course for undergraduate credit must obtain the signature of approval of their advisor, the chairperson of their department, and the Dean of the School of Graduate Studies. However, no graduate course approved for undergraduate credit can be applied toward a master's degree.

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 and residing off campus. 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 www.studentinsurance.com that is successfully verified as creditable coverage. Registered students must visit www.studentinsurance.com to waive this insurance. An overview of the plan is available on the website of Student Health Services (www.uncp.edu/shs).

MASTER'S DEGREE REQUIREMENTS

Overview of Master's Degree Requirements

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 receive a master's degree from The University of North Carolina at Pembroke, students must successfully complete the prescribed program of study with a cumulative grade point average of at least a 3.0 on a 4.0 grading scale, successfully pass the written comprehensive examinations (or an equivalent requirement, if applicable), submit an application for graduation, and be approved by the appropriate program director. It is the responsibility of the student to file an application for graduation with the UNCP School of Graduate Studies by the deadline established by that office. The form is available on the Graduate School website. Candidates for the master's degree are expected to attend commencement exercises in the appropriate attire.

The following are the deadlines for graduate students to apply for graduation:

Summer Graduation	Fall Graduation	Spring Graduation
March 1	March 1	October 1

The graduation application fee is \$90.00. A late graduation application fee of \$25.00 applies after the deadlines stated above.

Programs of Study

The program of study prescribed for each graduate degree program is detailed in the separate sections of this catalog that follow. Based on their undergraduate records or professional experience, additional course work may be specified for individuals at the time of their admission. When such course work is required, it becomes part of a student's prescribed program of study and must be completed for the degree to be awarded. When such courses are undergraduate prerequisites, the grade earned is recorded on the student's undergraduate transcript.

Advisement

Each student admitted to full or provisional standing in the program is assigned a graduate faculty member from the academic department as an advisor. Initially, graduate students are expected to meet with their advisors to plan their programs of study. Thereafter, they are expected to periodically meet with their advisors for further guidance. Advisement sessions are scheduled each semester in conjunction with pre-registration. The registration process is completed on BraveWeb and requires a PIN, which must be obtained from the assigned advisor.

Level of Course Work

All course work applied toward the master's degree must be earned in courses designed for graduate students (numbered 5000 and above). No 4000-level or lower course work may be applied to the master's degree.

Time Limits

All course work applied toward the master's degree must have been completed within five years (six years for the Professional School Counseling, Clinical Mental Health Counseling, and Social Work programs) of formal admission to the program. The time requirement is based upon the calendar. For example, if a student enrolls for a fall semester graduate course, then this student is one year into his/her time limit at the start of the next fall semester.

Written Comprehensive Examinations

Candidates for some master's degrees must pass written comprehensive examinations. The comprehensive examinations are administered by the programs that require them. The programs set the policies for the comprehensive exams, including the schedule, the registration process, the examination format, and retake procedures, if applicable. Information concerning comprehensive examinations is available from the program directors for the individual graduate degrees.

Research Requirement

Research projects are an integral part of graduate programs. If research for the project involves human subjects, the appropriate Institutional Review Board approval is required prior to collecting any data from or interacting with human subjects. Important information is available at the Institutional Review Board's website (www.uncp.edu/irb/).

Thesis

Some graduate programs require a thesis to be completed as part of the program of study, and in some cases a thesis is optional. Students completing a thesis are assigned a thesis advisor. The thesis project must be approved by the thesis advisor and a thesis committee. Approval by the Institutional Review Board is required if research for the thesis involves human subjects.

The thesis advisor will supervise the preparation of the prospectus of the thesis, approve it, submit it to the student's thesis committee for approval, direct the student in the preparation of the thesis, assemble and chair the committee for the oral examination of the student on the thesis, and submit the necessary paperwork to the School of Graduate Studies. The advisor notifies the Dean of Graduate Studies and Research as to the time and date of the graduate student's oral examination (i.e., "Defense of the Thesis"). Following a successful defense, the thesis advisor will complete all clearance procedures required by the School of Graduate Studies. The thesis must be accompanied by a title page that bears the signatures of the student's thesis advisor, members of the thesis committee, and the Dean of Graduate Studies and Research. The final approval of a thesis rests with the Dean of

Graduate Studies and Research.

The original and one copy of the approved thesis, the abstract, and the completed Final Oral Examination form must be on file in the School of Graduate Studies at least two weeks prior to the end of the semester in which the student expects to complete program requirements. A copy of the thesis will be bound and retained by the University library. Binding is arranged by the library, and the student is charged for binding at cost. Forms and directions regarding thesis submission are located on the Graduate School website.

Licensure by the N.C. State Board of Education

Students completing programs leading to graduate (M level) licensure by the North Carolina State Board of Education must submit a licensure application. Applications are available on the School of Education website (www.uncp.edu/soe) at the link for the Licensure Office.

ADDITIONAL GRADUATE SCHOOL POLICIES

New Graduate Student Orientation

All degree-seeking graduate students are strongly encouraged and expected to attend the scheduled orientation session during their first semester of enrollment. Students are held responsible for knowing and understanding the information provided during orientation sessions. Dates and times of the August and January orientation sessions are posted on the School of Graduate Studies website. Graduate students beginning their studies during the summer sessions are expected to attend the fall semester orientation.

Academic Progress

The academic progress of each graduate student is monitored on a regular basis by the School of Graduate Studies, the student's advisor, and/or the appropriate program director. A minimum grade point average of 3.0 is required to receive a master's degree.

Financial Aid and Satisfactory Academic Progress

A graduate student is considered to be making satisfactory academic progress for financial aid purposes if s/he has successfully completed two-thirds of all hours attempted. Occasionally, a student will be granted a grade of "Incomplete" or an "I" for a course when a student is unable to complete required work due to an unavoidable circumstance. An "Incomplete" or "I" must be removed within one semester (excluding summer term), or it will automatically be converted to a grade of "FI" by the University Registrar and the student will be dismissed from the Program and the University. In determining quality hours and quality point averages, an "I" is counted as an "F" until it is removed. The student may receive aid for the semester during which the incomplete is removed if they meet other criteria.

To be considered full-time for financial aid purposes, graduate students must enroll for at least six (6) 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 Financial Aid Office, and some funds may have to be repaid.

Dismissal

An accumulation of three grades of "C" quality work, or a single grade of "F," makes a graduate student ineligible to continue graduate studies or to receive a graduate degree at UNCP, and he/she will be dismissed. Excepted from this regulation are students readmitted by the Graduate Appeals Committee.

Grading

It is expected that students enrolled in graduate courses demonstrate breadth and depth of understanding significantly beyond the undergraduate level. While letter grades are used in the graduate program, they differ substantially in meaning from the undergraduate program.

A grade of "A" designates that the graduate student's performance has been superior, going above and beyond what is normally expected in a graduate class.

A grade of “B” designates that the graduate student’s performance has been satisfactory and that the student has demonstrated the level of understanding normally expected in a graduate class.

A grade of “C” designates that the graduate student’s performance has been poor and that the student has demonstrated significantly less understanding than what is normally expected in a graduate class. An accumulation of 3 “C”s makes the student ineligible to continue graduate studies at the University of North Carolina at Pembroke.

A grade of “F” designates failure of the course. A graduate student who receives an “F” is ineligible to continue graduate studies at the University.

A grade of “I” (incomplete) 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 grade of “I” is requested. An incomplete must be removed within one semester (excluding summer term), or it will automatically be converted to a grade of “F.” In determining quality hours and quality point averages, an “I” is counted as an “F” until it is removed. An “I” grade does not fulfill prerequisite requirements.

A grade of “T” indicates grade pending and may be assigned for thesis research and capstone courses.

A grade of “W” indicates that a student officially withdrew from a course (see “Withdrawals” section below).

For grades of A, B, and C, faculty previously had the option of assigning a plus (+) or minus (-) in addition to the letter grade, but these do not affect the computation of the grade point average.

Withdrawals

Graduate students may find it necessary or advisable to withdraw from one or more courses during a term. If a student withdraws from all courses in which they are enrolled, they must withdraw from the university. The deadline for withdrawal depends upon the schedule for the course and the format of the course. Consult the Graduate Academic Calendar posted on the website of the School of Graduate Studies (www.uncp.edu/grad) for course withdrawal deadlines.

To withdraw from a course (but remain enrolled in at least one course), a student must complete an Application to Withdraw from a Graduate Course form. It is the student’s responsibility to submit the withdrawal form to the School of Graduate Studies by the withdrawal deadline for each course. Students who do not officially withdraw from a course by the established deadline may receive a grade of “F.” A graduate student who receives an “F” is ineligible to continue graduate studies at The University of North Carolina at Pembroke, and he/she will be dismissed.

To withdraw from the university (i.e., cease to attend all courses), a student must complete an Application to Withdraw from Graduate School before the established deadline of each course.

Withdrawing from a class does not excuse a student from the five-year time limit (six years for the Professional School Counseling, Clinical Mental Health Counseling, and Social Work programs) within which all program requirements must be completed.

The date that a graduate student submits his/her withdrawal form to the Office of Graduate Studies will be considered the last date of attendance for financial aid and student accounts purposes. If a student receives financial aid, he/she is advised to consult with his/her counselor to determine the impact of the withdrawal on his/her financial aid status. If the withdrawal occurs when refunds are still possible, the Office of Student Accounts will adjust tuition, fees, room, and board charges on a pro-rated basis. A student must successfully complete 67% of his/her coursework to maintain Satisfactory Academic Progress (SAP) to remain eligible to receive financial aid. Please see the website of the Office of the Controller for additional information (<http://www.uncp.edu/co/>).

Course Loads

Graduate students may enroll in nine (9) semester hours during regular semesters (some programs may require additional hours). Students employed on a full-time basis are encouraged to take six (6) credit hours a semester or less. During each summer session, graduate students may enroll in a maximum of six (6) credit hours each term for a total of twelve (12) credit hours during the summer.

Transfer Credit

Graduate students may transfer in six to twelve credit hours (with a grade of B or better) of relevant graduate credit taken at an accredited institution with approval of the Program Director and the Graduate Dean according to the following sliding scale:

30-39 hours in the program—transfer up to 6 credit hours;

40-49 hours in the program—transfer up to 9 hours;

50+ hours in the program—transfer up to 12 hours.

It is the responsibility of the student to apply for approval of transfer credit. The form is available on the Graduate School website. Along with this form, an official copy of the transcript reflecting the credit and a copy of the catalog description must be submitted for each course. The program director may require a copy of the course syllabus.

For pre-existing graduate credits, a student must submit the completed transfer credit request form to the School of Graduate Studies within one calendar year of the first day of classes of the semester or summer session of the student's first enrollment in courses (including prerequisites) required for his/her graduate program. If this date falls on a weekend or a UNCP holiday, then the deadline will be the next workday. Transfer credit requests submitted after that deadline will not be processed.

If a student seeks to take graduate credit(s) at another institution for transfer to UNCP, s/he must obtain prior written approval for the credit from both the appropriate program director and the Dean of Graduate Studies and Research. The completed transfer credit request form, signed to show the approval of the program director, must be submitted to the School of Graduate Studies at least 30 calendar days prior to the first day of classes of the UNCP semester or summer session that corresponds most closely to the timeframe during which the course(s) will be taken at the other institution. Transfer credit requests submitted after that deadline will not be processed.

The transfer credit is 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).

Graduate Assistantships

The University offers a number of graduate assistantships to qualified graduate students. Graduate assistantship appointments usually are for one academic year; assistantships may or may not be renewed. Graduate assistantships generally are not available during the summer months.

To be eligible for a graduate assistantship, a student must be formally admitted (i.e., provisional or full-standing status) to one of the graduate programs. A graduate assistant must be a full-time student (not otherwise employed and registered for a minimum of nine hours per semester), and s/he must maintain a 3.0 overall GPA. Partial tuition scholarships may be awarded to graduate assistants if sufficient funds are available.

Commencement

A graduate 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 graduate student may participate in commencement unless the Registrar has been notified that the student will not meet all degree requirements by the last day of exams.

A graduate student is eligible to participate in the commencement ceremony that coincides with the semester during which he or she will complete all degree requirements. Specifically, if a graduate student will complete degree requirements during the fall semester, he/she is eligible to participate in the Winter Commencement. If he/she will complete degree requirements during the spring semester,

he/she is eligible to participate in the Spring Commencement. If he/she will complete degree requirements during the summer (i.e., between the end of the spring semester and the beginning of the fall semester), he/she is eligible to participate in the following Winter Commencement.

If a graduate student elects to receive his/her diploma in absentia, he/she must submit to the Registrar one month prior to graduation a written request that indicates the address to which the diploma will be mailed. The diploma will be mailed after commencement.

Appeals

Graduate students may choose to file an appeal with The Graduate Appeals Committee (GAC), the “due process” body for all graduate students as designated by The Graduate Council. Appeals may be made for the following: Extension of time to Degree, Credit reinstatement and/or transfer credit after the deadline, Grade Appeal (see Grade Appeal regulations section), and to Apply for Readmission after Dismissal.

Appeal deadlines vary, but the student wishing to appeal a denial of continuation in a program should submit a written request for appeal to the Dean of Graduate Studies and Research so that the appeal is postmarked or hand delivered to the Graduate School no later than 5:00 p.m. on the date that is thirty (30) calendar days after the date on which grades are due (as specified on the Registrar’s academic calendar) for the relevant semester or summer session. If this date falls on a weekend or a UNCP holiday, then the deadline will be the next workday. The request should contain the reason(s) the student believes the denial should be reversed. If a request for appeal is not postmarked or hand delivered by the deadline, it will not be considered.

A former student who was dismissed for academic reasons and has not been enrolled in a graduate program at any institution of higher education for a period of four (4) semesters (excluding summers) may apply for readmission under the Special Readmission Regulation for Students Dismissed for Academic Reasons. Please read the information on this regulation.

The Graduate Appeals Committee meets in February, June, and October. Any appeal submitted by the deadline will be considered at the next meeting of the GAC. The student will be advised of the date, time, and location of the meeting, and provided the opportunity to appear before the GAC if s/he desires to do so.

The Graduate Appeals Committee is not bound by precedent; rather, it is required to consider every appeal on the basis of the individual merit of that particular case. The decision of the GAC will be final.

Grade Appeals

The Graduate Appeals Committee (GAC) of the Graduate Council is the body which considers grade appeals from graduate students. There are two grounds for appealing a grade: (1) evidence of miscalculation, (2) and material deviation from information published in the course syllabus without adequate notice of the change.

Graduate students are required to attempt to resolve the grading issue with the course professor before filing an appeal. Graduate students who are unable to resolve questions with the course professor have thirty (30) calendar days from the date on which grades are due (as specified on the Registrar’s academic calendar) for the relevant semester or summer session to file an appeal. If this date falls on a weekend or a UNCP holiday, then the deadline will be the next workday. Students are responsible for submitting a written appeal and the required documentation to the Dean of Graduate Studies and Research so that they are postmarked or hand-delivered no later than 5:00 p.m. on the deadline date. If a request for appeal is not postmarked or hand-delivered by this deadline, it will not be considered. The decisions of the Graduate Appeals Committee are final and do not set precedent; each case is considered on its own merits.

Special Readmission Regulation for Students Dismissed for Academic Reasons

A former UNCP student who was dismissed for academic reasons from the UNCP School of Graduate Studies and has not been enrolled in a graduate program at any institution of higher education for a period of four (4) semesters (excluding summers) may apply for readmission under the Special Readmission Regulation of the Graduate School.

In order to qualify for the Special Readmission Regulation, a former student must obtain, to the degree possible, letters of support from the current program director, former advisor (if not the same person as program director), and at least one faculty member (not the same person as program director or advisor) who taught a graduate course taken by the former student. The former student also must complete a Graduate Appeals form, including an explanation of the circumstances of his/her dismissal from the Graduate School, and should make the case for how he/she is prepared to be successful if readmitted.

Such appeals are considered by the Graduate Appeals Committee of the Graduate Council. The Council's decision will be final, and there is no opportunity for further appeal. Students may apply for readmission under this regulation only one time. Any readmitted student is subject to the regulations and procedures of the School of Graduate Studies that are current at the time of readmission.

Any student readmitted to the same program under this regulation will return on provisional readmission status and must meet the provisions stipulated for her/his readmission by the Graduate Appeals Committee, upon recommendation of the program director. Included among those provisions will be the stipulation that the readmitted student must earn a 3.0 or higher each semester after being readmitted. Students who fall below a 3.0 in a semester will be dismissed from their programs of study and from the Graduate School. Graduate courses that are not part of the students' degree plan may not be taken in an attempt to raise the GPA.

If a former student wishes to apply to a different graduate program, he/she must first appeal to the Graduate Appeals Committee under the Special Readmission Policy. If the committee grants eligibility to apply for admission to a different program, the former student must then complete the regular admission process for the new program. Admission to the new program is not guaranteed; the normal admission process and procedures will be followed. Under this regulation, any student who ultimately is admitted to a different program will return on provisional admission status and must meet the provisions stipulated for their admission by the Dean of Graduate Studies and Research, upon recommendation of the program director of the new program. Included among those provisions will be the stipulation that the student must earn a 3.0 or higher each semester after being admitted. Students who fall below a 3.0 in a semester will be dismissed from their programs of study and from the Graduate School.

Lapsed Credit (Reinstatement of Graduate Credit)

In cases of documented merit and/or continuing professional experience within a given discipline, the Graduate Appeals Committee (GAC) of the Graduate Council may, at its discretion, entertain appeals cases for reinstatement of graduate credits earned more than five years ago at The University of North Carolina at Pembroke or another accredited institution of higher learning. This procedure is available for former graduate students seeking to return to graduate study.

The Graduate Appeals Committee is authorized by the Graduate Council to consider reinstatement of a maximum of nine (9) semester hours of lapsed academic graduate credit from The University of North Carolina at Pembroke and six (6) semester hours of lapsed credit from another institution. No reinstatement appeal may go the GAC unless the appeal bears the signatures of the director of the student's graduate program and the chair and/or dean of the appropriate academic department. Graduate students seeking to file reinstatement appeals should contact the Dean of Graduate Studies and Research to discuss the appropriate details of filing such appeals.

The Graduate Appeals Committee is the "due process" body for graduate students seeking to file reinstatement appeals. Such cases are considered on an individual, nonprecedent-setting basis, and they are evaluated and judged by the GAC on their own merit. The decisions of the GAC are final.

Repetition of Courses

Certain graduate courses may be repeated for credit (e.g., thesis, professional paper, or capstone study/project courses) and are identified in the course descriptions in the program sections of the UNCP Catalog. Students in programs with repeatable courses must enroll in the repeatable course each semester and continue enrollment each semester during the regular academic year (fall, spring) until the paper or project is complete, unless the course description specifies otherwise. If the student

is defending the paper or project during the summer, the student must register for the repeatable course during at least one summer term. Students should contact program directors for guidance regarding courses that must be repeated for credit and for clarification concerning credit hours if the credit hours listed for a repeatable course are variable.

Repetition of any graduate course other than those identified in course descriptions is subject to the approval by the student's program director and the Graduate School Dean. Degree credit for repeated courses will be given only once. However, both the original grade and the grade received in the repetition will be recorded and used in calculating the overall GPA. A course can only be repeated one time. Complete a Request to Repeat a Graduate Course form and submit it to the Graduate Office.

GRADUATE EXPENSES (Subject to change without notice.)

Graduate Application Fee: \$45.00 (\$60.00 for international applicants)

Graduate Expenses: Per Semester — Regular Session

Sem. Hrs.	In-State Tuition	Out-of-State Tuition	Fees	Ins.	In-State Total	Out-of-State Total
9+	\$1,655.00	\$6,318.50	\$966.50	\$688.00	\$3,309.50	\$7,973.00
6-8	\$1,241.25	\$4,738.88	\$724.88	\$688.00	\$2,654.13	\$6,151.76
3-5	\$827.50	\$3,159.25	\$483.25	0	\$1,310.75	\$3,642.50
1-2	\$413.75	\$1,579.63	\$241.63	0	\$655.38	\$1,821.26

*International Insurance \$698.00

Note: The above charges include mandatory fees. Graduate students may have miscellaneous fees in addition to these.

Residence 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. During this twelve month period, the applicant's presence in the State must constitute legal residence in accordance with the University's guidelines as prescribed by the General Assembly.

Special waivers exist for U.S. military personnel and North Carolina public school teachers. Military Waiver Forms are available for active duty U.S. military personnel and their dependents stationed in North Carolina. Teacher Waiver Request Forms are available for full-time public school teachers living in the state and taking courses relevant to teacher licensure. The Teacher Waiver Form negates the twelve-month waiting period for those teachers who otherwise qualify as residents of North Carolina. The student requesting in state residence is responsible for being familiar with the contents of these two documents. More detailed information regarding residency status is contained in the Student Finances for Undergraduate Programs section of this catalog and from the website of the Office of Undergraduate Admissions (<http://www.uncp.edu/admissions/undergraduate/residency/default.asp>).

International students (i.e., non-US citizens seeking to attend the UNCP School of Graduate Studies) 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 International Programs.

APPENDIX A

UNC HISTORY AND LEADERSHIP	509
UNCP LEADERSHIP	511
OFFICERS AND ADMINISTRATORS	512
FACULTY	516

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

Peter D. Hans, Chair.....	Raleigh
H. Frank Grainger, Vice Chair	Cary
Ann B. Goodnight, Secretary	Cary
Roger Aiken	Asheville
W. Louis Bissette, Jr.....	Asheville
Fred N. Eshelman	Wilmington
John C. Fennebresque	Charlotte
Hannah D. Gage.....	Wilmington
Thomas J. Harrelson.....	Southport
Henry W. Hinton.....	Greenville
James L. Holmes, Jr.....	Raleigh
Rodney E. Hood	Washington, DC
William Marty Kotis III	Summerfield
G. Leroy Lail.....	Hickory
Scott Lampe.....	Davidson
Steven B. Long.....	Raleigh
Joan G. MacNeill	Webster
Mary Ann Maxwell	Goldsboro
W. Edwin McMahan.....	Charlotte
W. G. Champion Mitchell	New Bern
Hari H. Nath	Cary
Robert J. Nunnery (Ex Officio)	Fayetteville
R. Doyle Parrish.....	Raleigh
Joan Templeton Perry, M.D.....	Kinston
Therence O. Pickett.....	Greensboro
David M. Powers.....	Winston-Salem
Robert S. Rippy.....	Wilmington
Harry Leo Smith, Jr.....	Washington
J. Craig Sousa.....	Raleigh
George A. Sywassink	Hilton Head, SC
Richard F. "Dick" Taylor	Lumberton
Raiford Trask III.....	Wilmington
Phillip D. Walker	Hickory
Laura I. Wiley	High Point

OFFICERS OF THE UNIVERSITY OF NORTH CAROLINA

THOMAS W. ROSS, B.A., J.D.	President
KEVIN M. FITZGERALD	Chief of Staff
SUZANNE ORTEGA, Ph.D.....	Senior Vice President for Academic Affairs
LESLIE BONEY.....	Vice President for International, Community, and Economic Engagement
CHRISTOPHER BROWN	Vice President for Research and Graduate Education
ALISA CHAPMAN	Vice President for Academic and University Programs
L.B. CORGNATI, B.S., M.S.	Secretary of the University
WILLIAM FLEMING.....	Vice President of Human Resources
JOHN LEYDON	Vice President for Information Resources and CIO
DREW MORETZ.....	Vice President for Government Relations
CHARLIE PERUSSE	Chief Operating Officer
KIMREY RHINEHARDT, B.A.....	Vice President for Federal Relations
THOMAS SHANAHAN	Interim Vice President and General Counsel
JONI WORTHINGTON	Vice President for Communications

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-)

B.S., Mercer University; M.S., Ph.D., University of Georgia

*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.

BOARD OF TRUSTEES: THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

Wiley Barrett, Chair (2015)	Southern Pines
Raymond Pennington, Vice Chair (2013)	Lumberton
Dwight Pearson, Secretary (2015)	Garner
Kellie Hunt Blue (2015).....	Pembroke
Tim Brooks (2013).....	Pembroke
Robert E. Caton (2015)	Lumberton
Gary Locklear (2015)	Pembroke
Donna Lowry (2013)	Pembroke
Lorna Ricotta (2013).....	Fayetteville
Newy Scruggs (2013)	Arlington, TX
Caroline S. Williamson (2015).....	Lumberton
Paul Willoughby (2015)	Durham
Emily Ashley (2013-2014) SGA President.....	Chapel Hill

OFFICERS AND ADMINISTRATORS**CHANCELLOR**

KYLE R. CARTER, B.S., MS., Ph.D.

OFFICE OF THE CHANCELLOR

KENNETH D. KITTS, B.A., M.A., Ph.D. Provost and Vice Chancellor for Academic Affairs
 WENDY LOWERY, B.A., M.P.A. Vice Chancellor for Advancement
 RICHARD COSENTINO, M.B.A., Ph.D. Vice Chancellor for Finance and Administration
 JOHN R. JONES, II, Ph.D. Vice Chancellor for Student Affairs
 GLEN G. BURNETTE, Jr., B.A., M.Ed., Ed.D. Special Assistant to the Chancellor for
 Constituent Relations
 JOSHUA MALCOLM, B.A., J.D. General Counsel
 RICHARD CHRISTY Director of Athletics
 KELLEY HORTON Internal Auditor
 DANIEL KENNEY, B.S., M.A.Ed. Chief of Staff

OFFICE OF ACADEMIC AFFAIRS

KENNETH D. KITTS, B.A., M.A., Ph.D. Provost and Vice Chancellor for Academic Affairs
 WILLIAM H. GASH, JR., B.S., M.B.A., M.M.Ed., B.M.Ed., Ph.D. Senior Associate Vice
 Chancellor for Academic Affairs
 STANLEY G. KNICK, B.A., M.A., Ph.D. Director/Curator, Native American
 Resource Center
 TBA Director, International Programs
 ERIC MOORE Director, English Language Institute
 CAMMIE HUNT, B.S., M.B.A., Ph.D. Assoc. Vice Chancellor, Engaged Outreach
 CHARLES TITA, B.A., M.A., Ph.D. Director, Distance Education
 DAREK HUNT Director, Regional Center
 ELIZABETH NORMANDY B.A., M.A., Ph.D. Interim Associate Vice Chancellor for
 Academic Planning and Special Projects
 MELISSA SCHAUB, B.A., M.A., Ph.D. Associate Vice Chancellor for Enrollment
 LELA CLARK, B.A., M.S.Ed. Director of Undergraduate Admissions
 TEAGAN E. DECKER, B.A., M.A., Ph.D. Director, University Writing Center
 ELIZABETH FROEBA, B.S.W., M.Ed. Interim Director of Academic Advising
 JENELLE L. HANDCOX, B.A., M.P.A. Director of Financial Aid
 STEVEN HUNT, B.A., M.A. Director of Center for Academic Excellence
 DEANA JOHNSON, B.A., M.A. Director, College Opportunity Program
 SYLVIA T. JOHNSON, B.S., M.S. Director, N.C. Health Careers Access Program
 SHARON KISSICK, B.A., M.Ed. Registrar
 JAN LOWERY, B.S., M.P.H. Project Coordinator, NASNTI
 LARRY McCALLUM, B.A., M.A. Director, TRIO Program
 MARY HELEN WALKER, B.S., M.A. Director, Disability Support Services
 TBA Asst. Vice Chancellor, Institutional Effectiveness
 TBA Director of Sponsored Research & Programs
 SHERRY EDWARDS, B.S.W., M.S.W., Ph.D. Acting Director, Teaching and Learning Center
 SUSAN WHITT, B.A., M.L.S. Acting Dean of Library Services
 ANNIE H. COLEMAN, B.A., M.L.I.S. Assistant Dean for Research Services
 SUSAN WHITT, B.A., M.L.S. Associate Dean for Collection Management
 JEAN E. SEXTON, B.A., M.S.L.S. Coordinator of Cataloging
 MICHAEL C. ALEWINE, B.A., M.L.S., M.S. Outreach/Distance Education Librarian
 ROBERT ARNDT, B.A., M.A., M.F.A., M.L.S. .Reference/Instructional Services Librarian
 TBA Electronic Resources/Media Catalog Librarian

- CARL J. DANIS, B.A., M.S., M.S.L.S. Collection Development/Electronic Resources Librarian
- KAREN ORR FRITTS, B.S., M.L.I.S. ... Government Documents/Development Librarian
- JUNE L. POWER, B.A., M.L.I.S. Access Services/Reference Librarian
- ROB WOLF, B.S., M.L.S. Serials/Digital Operations Coordinator
- MELANIE E. WOOD, B.S., M.L.I.S. Instructional Services/Reference Librarian
- DAVID W. YOUNG, B.A., M.A., M.L.S. Catalog Librarian
- MARK CANADA, B.A., M.A., Ph.D. Dean, College of Arts and Sciences
- MEREDITH L. STORMS, B.S., M.S., Ph.D. Associate Dean, College of Arts and Sciences
- MARY ANN JACOBS, B.A., M.A.Ed., M.S.W., Ph.D. Chair, American Indian Studies Department
- RICHARD GAY, B.A., M.A., Ph.D. Chair, Art Department
- DAVID D. ZEIGLER, B.S., M.S., Ph.D. Chair, Biology Department
- SIVANADANE MANDJINY, B.Tech., M.Tech., Ph.D. Chair, Chemistry and Physics Department
- VIRGINIA K. McCLANAHAN, B.A., M.A., Ph.D. .. Chair, English, Theatre, and Foreign Languages Department
- MARTIN B. FARLEY, B.S., M.A., Ph.D. Chair, Geology and Geography Department
- ROBERT W. BROWN, B.A., M.A., Ph.D. Chair, History Department
- JASON HUTCHENS, B.A., M.A.Ed., Ed.D. Chair, Mass Communication Department
- STEVEN D. BOURQUIN, B.S.E.E., M.S., Ph.D. Chair, Mathematics and Computer Science Department
- TIMOTHY M. ALTMAN, B.A., M.M.E., D.M.A. Chair, Music Department
- BARBARA B. SYNOWIEZ, B.S. N., M.S. N., Ph.D. Chair, Nursing Department
- DAVID H. NIKKEL, B.A., M.Div., Ph.D. Chair, Philosophy and Religion Department
- KEVIN S. FREEMAN, B.A., M.A., Ph.D. Chair, Political Science and Public Administration Department
- KELLY A. CHARLTON, B.A., M.A., Ph.D. Chair, Psychology Department
- SHERRY EDWARDS, B.S.W., M.S.W., Ph.D. Chair, Social Work Department
- MARIO PAPAROZZI, B.A., M.A., Ph.D. Chair, Sociology and Criminal Justice Department
- RAMIN COOPER MAYSAMI, B.S., M.S., Ph.D. Dean, School of Business
- WILLIAM STEWART THOMAS, B.S., M.B.A., Ph.D. Assistant Dean
- NICK ARENA, B.A., M.B.A. Director, MBA Program
- CARMEN F. CALABRESE, B.S., M.B.A., Ph.D. Director, TFCE
- RAMIN COOPER MAYSAMI, B.S., M.S., Ph.D. Interim Coordinator, Accounting and Information Technology Department
- JOHN E. SPILLAN, B.A., M.S.W., M.B.A., Ph.D. Interim Coordinator, Economics, Finance, and Decision Sciences Department
- JOHN E. SPILLAN, B.A., M.S.W., M.B.A., Ph.D. Chair, Management, Marketing, and International Business Department
- MICHAEL MENEFEE, B.S., M.S., Ph.D. Director, Entrepreneurship Programs
- ZOE WOODSELL LOCKLEAR, B.S., M.Ed., Ph.D. Dean, School of Education
- ALFRED BRYANT, B.A., M.Ed., Ph.D. Interim Associate Dean
- KAREN STANLEY, B.A., M.R.E., M.Ed., Ph.D. Chair, Elementary Education Department
- BETTY WELLS BROWN, B.A., Ed.S., M.Ed., Ph.D. Chair, Educational Specialties Department
- VALJEANER FORD, B.S., M.A., M.A., Ed.D. Interim Chair, Professional Pedagogy and Research Department
- ALFRED BRYANT, B.A., M.Ed., Ph.D. Chair, School Administration and Counseling Department

TOMMY THOMPSON, B.S., M.A., D.A.	Chair, Health, Physical Education, and Recreation Department
LT. COL. ALLEN GRADNIGO.....	Director, Aerospace Studies (Air Force ROTC)
CAPT. LARRY PITTS	Director, Military Science (Army ROTC)
KAREN GRANGER, B.A., M.Ed.....	Director, Teaching Fellows Program
BRYAN WINTERS, B.S., M.S.A., Ed.D.	Director of University-School Partnerships
REBECCA BULLARD-DILLARD, Ph.D.	Dean, Graduate Studies and Research
IRENE PITTMAN AIKEN, B.S., M.A.Ed., Ph.D.....	Associate Dean
MARK MILEWICZ, B.A., M.A., Ph.D.	Dean, Esther G. Maynor Honors College

OFFICE OF ADVANCEMENT

WENDY LOWERY, B.A., M.P.A.	Vice Chancellor for Advancement
HUNTER WORTHAM, M.B.A.	Assistant Vice Chancellor for Advancement
KRISTIN ANDERSON	Director of Advancement
ALISON DECINTI, B.A.....	Director of Development
RENÉE STEELE, M.B.A.....	Director of Alumni Relations
SANDY BRISCAR, B.A., APR	Executive Director of Marketing
SCOTT BIGELOW, B.A.....	Communications Specialist
KANDICE KINLAW	Director of Events Planning
LAWRENCE T. LOCKLEAR, B.A., M.P.A.	Web Publisher
RAUL RUBIERA.....	University Photographer
DAVID YBARRA, B.F.A.....	Graphic Designer
PATRICIA FIELDS, A.A., B.S., M.P.A.....	Executive Director of Givens Performing Arts Center
DAVID THAGGARD, B.A.	Assistant Director, GPAC
CHAD LOCKLEAR, B.A., M.A.	Director of Marketing, GPAC
GARY TREMBLAY, B.A., M.F.A.	Technical Director, GPAC

OFFICE OF FINANCE AND ADMINISTRATION

RICHARD COSENTINO, M.B.A., Ph.D.....	Vice Chancellor for Finance and Administration
TBA.....	Assistant Vice Chancellor for Administration
RAY OXENDINE, B.S., M.B.A., C.P.A.....	Assistant Vice Chancellor for Finance
ROGER KILLIAN, M.A.....	Director of Financial Planning and Budgeting
DEBRA A. BURGESS, B.A.	Director of Human Resources
DENISE CARROLL, C.P.M., B.S.	Director of Business Services
KAREN SWINEY, B.A.	Bookstore Manager
JIM HALCOMBE.....	General Manager, University Dining Services
W. STEVE MARTIN	Assistant Vice Chancellor for Facilities Management
LARRY FREEMAN	Director of Facilities Operations
J. MICHAEL CLARK.....	Director of Facilities Planning & Construction
TOM JACKSON, B.S., M.S., M.B.A.	Interim Assoc. Vice Chancellor, Information Resources, and CIO
TOM JACKSON, B.S., M.S., M.B.A.	Associate CIO and Chief Technology Officer
CYNTHIA E. SAYLOR, B.A., M.L.I.S.	Assistant CIO, Educational Technologies
TBA	Director, Enterprise Applications
KEVIN PAIT, B.S.	Director, Network and System Administration
MAUREEN WINDMEYER, B.A.....	Director, Information Technology Planning & Budget

OFFICE OF STUDENT AFFAIRS

JOHN R. JONES, II, B.S., M.A., Ph.D.	Vice Chancellor for Student Affairs
LISA L. SCHAEFFER, B.S., M.Ed., Ed.D.	Associate Vice Chancellor for Student Affairs
WILLIAM C. PRICE, B.S., M.Ed.	Director of Student Conduct

R. TRAVIS BRYANT, B.A., M.A.	Associate Vice Chancellor for Campus Safety and Emergency Operations
McDUFFIE CUMMINGS, JR., B.A.	Director of Campus Police & Public Safety
PRESTON SWINEY, B.S., M.Ed.	Director of Housing and Residence Life
CYNTHIA REDFEARN, B.A., M.S.A.	Associate Director of Residence Life
MIKE SEVERY, B.S.B.A., M.A.	Director of Student Involvement and Leadership
PRESTON RAMSEY, B.S., M.S.	Assistant Director of Student Involvement and Leadership
PARKER WATSON, B.A., M.Ed.	Assistant Director of Student Involvement and Leadership
AUBREY SWETT, B.S., M.A.	Director of Community and Civic Engagement
CHRISTINA POTEET, B.A., M.A.	Associate Director for Community Service
WHITNEY SWEENEY, B.A., M.A.	Director of Greek Life
JUSTIN WINANS, B.S.	Director of Intramurals and Campus Recreation
CYNTHIA OXENDINE, B.S., M.A.Ed.	Director of Chavis University Center
MARY-JEANNE RALEIGH, B.A., M.Ed., M.A., Ph.D.	Director of Counseling and Psychological Services
GEORGE GRESSMAN, B.A., M.S., Psy.D.	Assistant Director of Counseling and Testing
LYNNDÉE HORNE, B.A., M.S.	Assistant Director of Outreach Education
KAREN PRUETT, B.S., M.Ed., Ph.D.	Director of Career Center
MALLORY L. BOWER, B.S., M.A.	Assistant Director of Career Center
ROBERT L. CANIDA, II, B.A., M.S.L.S.	Director of Multicultural and Minority Affairs
CORA BULLARD, B.S., RN.	Director of Student Health Services

FACULTY SENATE

JUDITH CURTIS, B.A., M.A., Ph.D. — Chair of the Faculty Senate
 ROGER S. GUY, B.A., M.P.A., Ph.D. — 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 five divisions: Arts, Education, Letters, Natural Science and Mathematics, and Social and Behavioral Sciences. The 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 rank and/or who teach, faculty in phased retirement, and emeritus and retired faculty in special adjunct roles. The date indicated is the year of initial appointment. Emeritus faculty and retired faculty are listed separately, below.

JESSICA ABBOTT (2013), Assistant Professor, Department of Sociology and Criminal Justice

B.A., University of Tennessee – Martin; M.A., Ph.D., Southern Illinois University at Carbondale

IRENE PITTMAN AIKEN (1994), Professor, Department of Elementary Education; Associate Dean, School of Graduate Studies

B.S., University of North Carolina at Chapel Hill; M.A.Ed., University of North Carolina at Pembroke; Ph.D., University of North Carolina at Chapel Hill

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, Outreach/Distance Education Librarian, Library Services

B.A., University of North Carolina at Wilmington; M.L.S., North Carolina Central University; M.S., East Carolina University

RAQUEL ALFARO (2013), Assistant Professor, Department of English, Theatre, and Foreign Languages

B.A., Universidad Mayor de San Andres; M.A., Ph.D., University of Pittsburgh

KATHRYN ALLEN (2012), Lecturer, Department of English, Theatre, and Foreign Languages; College Opportunity Program

B.A., M.A., East Carolina University

TIMOTHY M. ALTMAN (1999), Assistant Professor and Chair, Department of Music

B.A., Virginia Polytechnic Institute and State University; MME, University of Wisconsin-Whitewater; D.M.A., University of Kentucky

RYAN K. ANDERSON (2007), Associate Professor, Department of History

B.A., Ph.D., Florida State University; M.A., University of North Carolina at Wilmington

LARS ANDERSSON (2001), Lecturer, Department of Health, Physical Education, and Recreation; Women's Soccer Coach

B.S., Cumberland College; M.A., Union College

NICK ARENA (2012), Lecturer, Department of Management, Marketing, and International Business

B.A., Villanova University; M.B.A., University of North Carolina

- ROBERT ARNDT (2002), Assistant Librarian, Reference/Instructional Services Librarian, 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; M.M., University of Wisconsin; Ph.D., University of Iowa
- SANDRA L. ARTEAGA (2011), Lecturer, Department of Professional Pedagogy and Research**
B.S., Edinboro University of Pennsylvania; M.A.Ed., M.S.A., University of North Carolina at Pembroke
- ANDREW N. ASH (1989), Professor, Department of Biology**
B.S., Virginia Military Institute; M.S., North Carolina State University; Ph.D., University of Toronto
- 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, Finance, and Decision Sciences; Director of Economic and Business Research**
B.S., M.A., Ph.D., Northern Illinois University
- ASHLEY AUSBORN (2013), Lecturer, Department of Health, Physical Education, and Recreation**
B.S., M.S., George Mason University
- VALERIE AUSTIN (2008), Assistant Professor, Department of Music**
B.M., West Virginia University; M.M., Ph.D., University of Florida
- GARY AYCOCK (2008), Lecturer, Assistant Track and Cross Country Coach, Department of Health, Physical Education, and Recreation; NCAA Compliance Officer**
B.S, M.A., University of North Carolina at Pembroke
- VICTOR BAHHOOUTH (2006), Associate Professor, Department of Economics, Finance, and Decision Sciences**
B.B.A., Lebanese University; M.S., Lebanese American University; D.B.A., University of Newcastle-upon-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
- DANIEL G. BARBEE (1988), Professor, Department of Political Science and Public Administration**
B.S., Catawba College; M.A., Lehigh University; Ph.D., University of Tennessee
- JOYCE BEARD (2008), Clinical Assistant Professor, Department of Nursing**
B.S.N., University of North Carolina at Pembroke; M.S.N., University of North Carolina at Charlotte
- CHERRY MAYNOR BEASLEY (1992), Associate Professor, Department of Nursing**
B.S.N., University of Michigan; M.S., University of North Carolina at Chapel Hill; Ph.D., East Carolina State University
- CHARLES E. BEEM (2003), Associate 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; Ph.D., University of Mississippi

SHARON L. BELL (1989), Associate Professor, Department of Accounting and Information Technology

B.S., University of North Carolina at Pembroke; M.B.A., Campbell University; CPA, State of North Carolina

BRITTANY D. BENNETT (2013), Lecturer, Department of Health, Physical Education, and Recreation; Head Women's Softball Coach

B.S., M.S., Southern Arkansas University

REBECCA BERDEAU (2007), Lecturer, Department of Elementary Education

B.A., St. Andrews College; M.A., University of North Carolina at Pembroke

MICHAEL J. BERNTSEN (2012), Lecturer, Department of English, Theatre, and Foreign Languages

B.A., Rowan University; M.A., Ph.D., University of Louisiana at Lafayette

SELMA BERRIOS (2012), Assistant Professor, Department of Social Work

B.A., University of Puerto Rico; M.S.W., Ph.D., Smith College

SCOTT C. BILLINGSLEY (2003), Associate Professor, Department of History

B.A., David Lipscomb University; M.A., Middle Tennessee State University; Ph.D., Auburn University

OLLIE G. BISHOP (1982), Assistant Professor, Department of Accounting and Information Technology

B.S., University of North Carolina at Pembroke; M.B.A., University of North Carolina at Chapel Hill; CPA, State of North Carolina

MICHAEL BLACKBURN (2009), Lecturer, Department of Health, Physical Education, and Recreation; Head Athletic Trainer

B.S., Winona State University; M.A., East Tennessee State University

JEFF BOLLES (2003), Assistant Professor, Department of Health, Physical Education, and Recreation; Health Promotion Coordinator

B.S., Cortland State University; M.A., University of North Carolina at Chapel Hill; Ph.D., Texas Woman's University

DOREA BONNEAU (2007), Assistant Professor, Department of Education Specialties

B.S., College of Charleston; M.Ed., The Citadel; Ed.D., University of South Carolina

STEVEN D. BOURQUIN (2003), Associate Professor and Chair, Department of Mathematics and Computer Science

B.S.E.E., M.S., Ph.D., Ohio University

WILLIAM D. BRANDON (2007), Associate Professor, Department of Chemistry and Physics

B.A., Ph.D., University of Tennessee

MARY JEAN BRAUN (2008), Assistant Professor, Department of English, Theatre, and Foreign Languages

B.S., University of Texas at Austin; M.A., University of New Orleans; Ph.D., University of Arizona

LESTER BRIGMAN (2013), Instructor, Department of Nursing

B.S.N., Lander University; M.S.N., University of South Carolina; D.N.P., Frontier Nursing University

BETTY WELLS BROWN (2001), Professor and Chair, Department of Education Specialties

B.A., Lander College; Ed.S., The Citadel; M.Ed., Ph.D., University of South Carolina

MEGAN BROWN (2012), Lecturer, Department of Health, Physical Education, and Recreation

B.S., M.Ed., Florida Southern University

MONIKA C. B. BROWN (1982), Professor, Department of English, Theatre, and Foreign Languages

B.A., University of Georgia; M.A., Ph.D., Duke University

- ROBERT W. BROWN (1979), Professor and Chair, Department of History**
A.B., University of North Carolina at Chapel Hill; M.A., Marshall University; M.A., Ph.D., Duke University
- ALFRED BRYANT (2001), Professor and Chair, Department of School Administration and Counseling**
B.A., University of North Carolina at Pembroke; M.Ed., Ph.D., North Carolina State University
- GEOFF BUFFUM (2008), Lecturer, Assistant Football Coach, Department of Health, Physical Education, and Recreation**
B.S., M.S., Azusa Pacific University
- STEPHEN J. BUKOWY (1994), Associate Professor, Department of Accounting and Information Technology**
B.S., Pennsylvania State University; B.A., University of North Carolina at Pembroke; M.F.R., University of Georgia; M.B.A., College of William and Mary; Ph.D., University of Georgia
- REBECCA BULLARD-DILLARD (2013), Professor, Department of Chemistry and Physics; Dean, Graduate Studies and Research**
B.S., North Carolina State University; Ph.D., University of South Carolina
- KIRILL BUMIN (2010), Assistant Professor, Department of Political Science and Public Administration**
B.A., High Point University; M.A., Ph.D., University of Kentucky
- ANGELIK M. BYRD (2012), Lecturer, Department of Health, Physical Education, and Recreation ; Head Women's Volleyball Coach**
B.S., M.A., University of North Alabama
- THERESA LOPEZ-CAMPBELL (2012), Assistant Professor, Department of Nursing**
B.S.N., University of North Carolina at Greensboro; M.S.N., University of North Carolina at Charlotte; D.N.P., University of South Alabama
- WILLIAM H. CAMPBELL (1995), Professor, Department of Mathematics and Computer Science**
B.A., M.A., Ph.D. University of Alabama
- GWENYTH CAMPEN (2006), Lecturer, Department of Mathematics and Computer Science**
B.S., M.S., University of Tennessee
- MARK CANADA (1997), Professor, Department of English, Theatre, and Foreign Languages; Dean, College of Arts and Sciences**
B.A., Indiana University; M.A., Ph.D., University of North Carolina at Chapel Hill
- SUSAN M. CANNATA (1999), Professor, Department of English, Theatre, and Foreign Languages**
B.L.S., M.A., Boston University; Ph.D., University of New Mexico
- YOUNGSUK CHAE (2007), Associate 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), Assistant Professor, Department of Geology and Geography**
B.S., University of Zimbabwe; B.S. Honors, University of the Witwatersrand; M.S., University of Natal; M.S., West Virginia University; Ph.D., University of Georgia
- POLINA CHEMISHANOVA (2010), Assistant Professor, Department of English, Theatre, and Foreign Languages; Director of Composition**
B.A., University of Plovdiv; M.A., Oklahoma State University; Ph.D., New Mexico State University

YU-HO CHI (2012), Assistant Professor, Department of Accounting and Information Technology

B.S., Feng Chia University; M.S., Southern Illinois University; Ph.D., Morgan State University

CHIUCHU (MELODY) CHUANG (2010), Assistant Professor, Department of Education Specialties

B.B.A., National Taiwan University; M.Ed., Ph.D., University of Texas at Austin

ANTONIA CLARK (2012), Clinical Assistant Professor, Department of Nursing

B.S.N., University of North Carolina at Greensboro; M.S.N., Duke 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

WESTON F. COOK, JR. (1994), Professor, Department of History

B.A., University of New Hampshire; M.A., University of Wisconsin, Madison; Ph.D., Georgetown University

RICK CRANDALL (2003), Professor, Department of Management, Marketing, and International Business; Director of AACSB, School of Business

B.S., Florida State University; M.B.A., Ph.D., University of Memphis

ANTHONY R. CURTIS (2002), Professor, Department of Mass Communication

B.A., M.A., Pennsylvania State University; Ph.D., Union Institute and University

JUDITH CURTIS (2002), Associate Professor, Department of Mass Communication

B.A., Pennsylvania State University; M.A., Hood College; Ph.D., Union Institute and University

CARL J. DANIS (2002), Associate Librarian, Collection Development/Electronic Resources Librarian, Library Services

B.A., University of North Carolina at Greensboro; M.S., Central Michigan University; M.S.L.S., University of North Carolina at Chapel Hill

JOSE J. D'ARRUDA (1974), Pembroke Professor, Department of Chemistry and Physics

B.S., Lowell Technological Institute; M.S., Ph.D., University of Delaware

DANNY ROSS DAVIS (1986), Associate Professor, Department of Health, Physical Education, and Recreation

B.S., Union University; M.A., Western Kentucky University; D.A., Middle Tennessee State University

HAROLD (HAL) DAVIS (2007), Lecturer, Department of Music

B.A., Wichita State University; Post-graduate Certificate, London Academy of Music and Dramatic Art

KAPICA DAVIS (2004), Lecturer, Department of Health, Physical Education, and Recreation; Assistant Women's Basketball Coach

B.S., DePauw University; M.A., University of North Carolina at Pembroke

TEAGAN E. DECKER (2007), Associate Professor, Department of English, Theatre, and Foreign Languages; Director of University Writing Center

B.A., M.A., Humboldt State University; Ph.D., University of Washington

JAMIE DEESE (2010), Lecturer, Department of Health, Physical Education, and Recreation; Assistant Football Coach

B.S., Wake Forest University; M.A., University of North Carolina at Pembroke

BRUCE J. DEHART (1989), Professor, Department of History

B.A., Greensboro College; M.A., Ph.D., University of North Carolina at Chapel Hill

ELIZABETH DENNY (1994), Professor, Department of Psychology

B.A., University of North Carolina at Chapel Hill; M.A., Ph.D., University of North Carolina at Greensboro

KATHERINE V. DENTON (2011), Lecturer, Department of English, Theatre, and Foreign Languages

B.A., M.A., University of North Carolina at Wilmington

LIANG DING (2012), Assistant Professor, Department of Economics, Finance, and Decision Sciences

B.E., Nanchang University; M.S., Jiangxi University; M.A., Howard University; Ph.D., Kent State University

TERENCE DOLLARD (2008), Assistant 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

JAMES DOYLE (2012), Assistant Professor, Department of Management, Marketing, and International Business

Baccalaureate in Commerce, University of Ottawa; M.B.A, Brock University; Ph.D., Carleton University

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 Southern California; M.S.W., Ph.D., Arizona State University

DENNIS EDGELL (1996), Associate Professor, Department of Geology and Geography

B.S., M.A., Ph.D., Kent State University

SUSAN C. EDKINS (1991), Lecturer, Department of Health, Physical Education, and Recreation; Athletic Training Coordinator

B.A., University of North Carolina at Chapel Hill; M.S., University of Oregon

CINDY EDWARDS (2010), Lecturer, Department of Social Work

B.S.W., University of North Carolina at Pembroke; M.S.W., Fayetteville State University

SHERRY EDWARDS (1998), Professor and Chair, 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), Assistant Professor, Department of Sociology and Criminal Justice

B.A., Georgia Southern University; M.A., University of Wisconsin-Madison; Ph.D., University Wisconsin-Madison

DENA EVANS (2006), Associate Professor, Department of Nursing

B.S.N., Gardner-Webb University; M.P.H., University of North Carolina at Chapel Hill; Ed.D., North Carolina State University

W^m BRUCE EZELL, JR. (1999): Professor, Department of Biology

B.S., Lander College; M.S., Ph.D., Clemson University

IRINA FALLS (2006), Associate Professor, Department of Education 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), Assistant 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

DENISE FEIKEMA (2010), Assistant Professor, Department of English, Theatre, and Foreign Languages

B.A., Stetson University; M.A., Tulane University; M.A., Georgetown University; Ph.D., University of Connecticut

KELLY FICKLIN (2009), Instructor, Department of Elementary Education

B.A., St. Andrew's Presbyterian College; M.Ed., M.S.A., University of North Carolina at Pembroke

LEAH HOLLAND FIORENTINO (2008), Professor, Department of Professional Pedagogy and Research

B.A., State University of New York–Stony Brook; M.A., Adelphi University; M.Ed., Ed.D., Teachers College, Columbia University

PAUL A. FLOWERS (1989), Professor, Department of Chemistry and Physics-

B.S., St. Andrews Presbyterian College; Ph.D., University of Tennessee

JANICE FLOYD (2009), Assistant Professor, Department of Nursing

B.S.N., University of North Carolina at Chapel Hill; M.S.N., Duke University

THELMA FLOYD (2008), Assistant Professor, Department of Nursing

B.S.N. University of Maryland; M.S.N. The Catholic University of America

VALJEANER FORD (2003), Associate Professor and Interim Chair, Department of Professional Pedagogy and Research

B.S., M.A., Fayetteville State University; M.A., Webster University; Ed.D., Fayetteville State University

JAMES R. FREDERICK (1988), Assistant Professor, Department of Economics, Finance, and Decision Sciences

B.A., University of Michigan; M.A., Ph.D., Wayne State University

JEFFREY J. FREDERICK (2003), Associate Professor, Department of History

B.S.B.A., M.A., University of Central Florida; Ph.D., Auburn University

KEVIN S. FREEMAN (2004), Associate Professor and Chair, Department of Political Science and Public Administration

B.A., Vanderbilt University; M.A., Baylor University; Ph.D., University of Alabama

DAVID O. FRICKE (2000), Senior Lecturer, Department of Economics, Finance, and Decision Sciences

B.A., University of Missouri; M.B.A., Wharton School - University of Pennsylvania

KAREN ORR FRITTS (2007), Assistant Librarian, Government Documents/Development Librarian, Library Services

B.S., West Virginia University; M.L.I.S., University of Pittsburgh

LYDIA GAN (2007), Associate Professor, Department of Economics, Finance, and Decision Sciences

B.A., M.S., Southern Illinois University; Ph.D., University of Texas at Austin

JAN M. GANE (2004), Lecturer, Department of English, Theatre, and Foreign Languages

A.B., University of North Carolina at Chapel Hill; M.A., University of North Carolina at Pembroke

WILLIAM H. GASH, JR. (1992), Professor; Senior Associate Vice Chancellor for Academic Affairs

B.S., University of North Carolina at Asheville; B.M.Ed., Maryville College; M.M.Ed., Florida State University; M.B.A., Western Carolina University; Ph.D., The University of South Carolina

RICHARD GAY (2004), Associate Professor and Chair, Department of Art

B.A., Berea College; M.A., University of Kentucky; Ph.D., Cornell University

JEFFERY L. GELLER (1983), Professor, Department of Philosophy and Religion

B.A., California State University (Northridge); M.A., Ph.D., Duke University

SAVVAS GEORGIADES (2013), Associate Professor, Department of Social Work

B.S., University of Lancaster, U.K.; M.S., University of Georgia; Ph.D., Florida International University

- NICHOLAS A. GIANNATASIO (1998), Associate Professor, Department of Political Science and Public Administration**
B.A., CUNY, College of Staten Island; M.P.A., Ph.D., Rutgers, The State University of New Jersey
- JESSICA GODSEY (2007), Visiting Assistant Professor, Department of Sociology and Criminal Justice**
B.A., Alice Lloyd College; M.C.J., Tiffin University; J.D., Cleveland-Marshall College of Law
- JOSEPH W. GOLDSTON (1977), Professor, Department of Mathematics and Computer Science**
B.S., M.S., Ph.D., University of North Carolina at Chapel Hill
- REBECCA GONZALEZ (2009), Assistant Professor, Department of Economics, Finance, and Decision Sciences**
B.B.A., M.B.A., University of Texas-Pan American
- CAROLE GRAHAM (2006), Assistant Professor, Department of Political Science and Public Administration**
B.S., Vanderbilt University; J.D., Cumberland School of Law
- KAREN GRANGER (2004), Lecturer, Director of Teaching Fellows Program, Department of Professional Pedagogy and Research**
B.A., Converse College; M.A.Ed., University of Georgia
- AMY L. GROSS (2008), Lecturer, Department of Geology and Geography**
B.S., West Virginia University; M.S., University of North Carolina at Wilmington
- ROGER STEPHEN GUY (2007), Associate Professor, Department of Sociology and Criminal Justice**
B.A., Hunter College, CUNY; M.P.A., University of North Carolina at Charlotte; Ph.D., University of Wisconsin–Milwaukee
- ANITA R. GUYNN (2002), Associate Professor, Department of English, Theatre, and Foreign Languages**
B.A., M.A., Virginia Polytechnic Institute and State University; Ph.D., University of South Carolina
- LINDA M. HAFER (1995), Lecturer, Department of Mathematics and Computer Science**
B.S.Ed., M.S., Pittsburgh State University
- RITA Z. HAGEVIK (2011), Assistant Professor, Department of Biology**
B.S., Meredith College; M.S., Ph.D., North Carolina State University
- JANE HALADAY (2006), Associate Professor, Department of American Indian Studies**
B.A., University of California at Santa Barbara; M.A., University of Arizona; Ph.D., University of California, Davis
- JOSEPH HANNANT (2009), Lecturer, Department of Health, Physical Education, and Recreation; Strength and Conditioning Coach**
B.S., Western Illinois University; M.A., The Citadel
- DEBBY HANMER (2004), Assistant Professor, Department of Biology**
B.S.N., Michigan State University; M.S.N. Wayne State University; Ph.D. Ohio State University
- PATRICK HANNIGAN (2009), Assistant Professor, Department of Professional Pedagogy and Research**
B.A., University of Connecticut; M.S., Western Connecticut State University; CACS, Southern Connecticut State University; Ed.D., Nova Southeastern University
- HOLDEN HANSEN (1997), Professor, Department of English, Theatre, and Foreign Languages**
B.A., University of Northern Iowa; M.F.A., University of Texas
- VERONICA HARDY (2009), Assistant Professor, Department of Social Work**
B.A., Kutztown University; M.S., West Chester University; Ph.D., Regent University

GEORGE HARRISON (2003), Lecturer, Department of Mass Communication

B.A., University of the South; M.B.A., Tennessee Technological University

JOHN C. HASKINS (1989), Lecturer, Department of Health, Physical Education, and Recreation; Assistant Director of Athletics; Women's Basketball Coach

A.S., Lees McRae College; B.S., University of North Carolina at Wilmington; M.A., Appalachian State University

MICHAEL R. HAWTHORNE (1990), Associate Professor, Department of Political Science and Public Administration

B.A., University of Missouri-Columbia; Ph.D., University of Michigan

REBEKAH HAZLETT-KNUDSEN (2013), Assistant Professor, Department of Social Work

M.S.W., Ph.D., University of Central Florida

STEVEN HEDGPETH (2008), Lecturer, Department of English, Theatre, and Foreign Languages

B.A., M.A., University of North Carolina at Pembroke

THOMAS C. HEFFERNAN (2012), Lecturer, Department of English, Theatre, and Foreign Languages

B.A., Boston College; M.A., University of Manchester; Ph.D., Sophia University

MEGAN HEIMERDINGER (2013), Lecturer, Department of Health, Physical Education, and Recreation; Assistant Athletic Trainer

B.S., M.S., University of Northern Iowa

JAMES HELGESON (2007), Lecturer, Department of English, Theatre, and Foreign Languages

B.A., Yale University; M.A., University of Iowa; Ph.D., Indiana University

KAREN HELGESON (1997), Professor, Department of English, Theatre, and Foreign Languages

B.A., Kenyon College; M.F.A., University of North Carolina at Greensboro; Ph.D., University of North Carolina at Chapel Hill

MARTHA HEPLER (2011), Assistant Professor, Department of Nursing

B.S.N., Glenville State College/West Virginia University; M.S.N., Duke University

JOANNA ROSS HERSEY (2007), Associate Professor, Department of Music

B.A., University of Connecticut; M.M., New England Conservatory of Music; D.M.A., The Hartt School of Music/University of Hartford

JOANNE HESSMILLER (2010), Associate Professor, Department of Social Work

B.A., Marywood College; M.L.S.P., Bryn Mawr College; M.S.W., Loyola University; Ph.D., University of Maryland

BRIAN SCOTT HICKS (2006), Associate Professor, Department of English, Theatre, and Foreign Languages

B.A., University of North Carolina at Chapel Hill; M.A., Ph.D., Vanderbilt University

DAVID A. HICKS (2010), Assistant Professor, Department of Art

B.F.A., California State University, Long Beach; M.F.A., Alfred University

HEATHER HIGGINS (2009), Assistant Professor, Department of Professional Pedagogy and Research

B.A., Wake Forest University; Ed.M., Harvard University; Ph.D., University of North Carolina at Greensboro

CAROL HIGY (2002), Associate Professor, Department of School Administration and Counseling; Associate Dean, School of Education

B.S., Malone College; M.S., Ed.D., University of Akron

PHIL HINDSON (2010), Lecturer, Department of Health, Physical Education, and Recreation; Men's Soccer Coach

B.S., William Carey College; M.S., Winthrop University

- GANGADHAR R. HIEMATH (2002), Professor, Department of Mathematics and Computer Science**
B.A., M.A., Karnatak University; M.S., University of Alabama–Birmingham; M.A., Ph.D., University of Pittsburgh
- LEONARD D. HOLMES (1990), Associate Professor, Department of Chemistry and Physics**
B.S., Westfield State College; Ph.D., Utah State University
- ASHLEY D. HOPE (2012), Assistant Professor, Department of Elementary Education**
B.S., University of Oklahoma; M.Ed., Georgia State University; Ed.S., Ed.D., Piedmont College
- JONATHAN HOPPER (2013), Lecturer, Department of Biology**
A.S., Wallace Community College; B.S., Auburn Montgomery; M.S., University of Alabama
- ANN HORTON-LOPEZ (1992), Associate Professor, Department of Art**
M.S., University of Southwestern Louisiana; M.Ed., Ph.D., University of Missouri–Columbia
- BRENDA HOSLEY (2013), Associate Professor, Department of Nursing**
B.S.N., Berea College; M.S.N., Ph.D., University of Kentucky
- MELANIE HOY (2008), Assistant Professor, Department of Psychology**
B.A., State University of New York at Geneseo; M.S.W., Syracuse University; M.A., Ph.D., Duke University
- CAMMIE HUNT (1999), Assistant Professor, Department of Management, Marketing, and International Business; Associate Vice Chancellor for Engaged Outreach**
B.S., M.B.A., University of North Carolina at Pembroke; Ph.D., Capella University
- STEVEN A. HUNT (2009), Lecturer, Department of Mathematics and Computer Science**
B.S., M.A., University of North Carolina at Pembroke
- JASON HUTCHENS (2009), Assistant Professor and Chair, Department of Mass Communication**
B.A., M.A.Ed., Virginia Polytechnic Institute and State University; Ed.D., University of Central Florida
- MORDECHAI INBARI (2009), Assistant Professor, Department of Philosophy and Religion**
B.A., M.A., Ph.D., The Hebrew University of Jerusalem
- MARY ANN JACOBS (2007), Associate Professor and Chair, Department of American Indian Studies**
B.A., M.A.Ed., University of North Carolina at Chapel Hill; M.S.W., California State University–Long Beach; Ph.D., University of Chicago
- SONALI JAIN (2013), Lecturer, Department of Sociology and Criminal Justice**
B.A., The Ethiraj College of Women; M.B.A., Symbiosis Centre for Management and Human Resource Development; Ph.D., Boston University
- CHARLES R. JENKINS (1971), Professor Emeritus, Department of School Administration and Counseling**
B.S., M.A.Ed., East Carolina University; Ed.D., Duke University
- EUN HEE JEON (2009), Assistant Professor, Department of English, Theatre, and Foreign Languages**
B.A., Korea University; M.A., Ph.D., Northern Arizona University
- LEON S. JERNIGAN, JR. (2002), Associate Professor, Department of Biology**
B.S., Campbell University; M.S., Ph.D., North Carolina State University
- DEANA JOHNSON (2001), Lecturer, Department of English, Theatre, and Foreign Languages; Director, College Opportunity Program**
B.S., Wingate University, M.A., University of North Carolina at Pembroke
- GEORGE JOHNSON (2001), Instructor, Department of Mass Communication; Television Engineer**
A.A.S., Pitt Community College; B.S., M.A.Ed., University of North Carolina at Pembroke

JENNIFER JOHNSON (2003), Assistant Professor, Department of Nursing

B.S.N., Barton College; M.S.N., East Carolina University

OTHELLO JOHNSON (2011), Lecturer, Department of Health, Physical Education, and Recreation; Wrestling Coach

B.S., M.S., University of North Carolina at Pembroke

CHESTER I. JORDAN (1979), Professor, Department of English, Theatre, and Foreign Languages; Director of Theatre

B.A., Emory and Henry College; M.A., University of Wyoming; Ph.D., Bowling Green State University

BEVERLY JUSTICE (1995), Lecturer, Department of Health, Physical Education, and Recreation

B.S., University of North Carolina at Pembroke; M.A., Western Michigan University

ZHIXIN (RICHARD) KANG (2008), Assistant Professor, Department of Economics, Finance, and Decision Sciences

B.Eng., M.Eng., Xi'an Jiaotong University; M.S.F.E., M.B.A., Kent State University

E. BROOKE KELLY (2004), Assistant Professor, Department of Sociology and Criminal Justice

B.A., University of Florida; M.A., Ph.D., Michigan State University

LISA KELLY (1997), Professor, Department of Biology

B.S., Central Arkansas University; M.S., Vanderbilt University; Ph.D., North Carolina State University

JAEYOON KIM (2007), Assistant Professor, Department of Music

B.M., Yonsei University; M.M., College Conservatory of Music at the University of Cincinnati; M.M., University of South Carolina; Artist Diploma, Cleveland Institute of Music

BEVERLY R. KING (2003), Associate Professor, Department of Psychology

B.S., Concord College; M.A., East Tennessee State University; Ph.D., Purdue University

KENNETH D. KITTS (2011), Professor, Department of Political Science and Public Administration; Provost and Vice Chancellor for Academic Affairs

B.A. M.A., Appalachian State University; Ph.D., University of South Carolina

MARY ELIZABETH KLINIKOWSKI (1999), Lecturer, Department of Mathematics and Computer Science

B.S., B.A., University of North Carolina at Greensboro; M.A.Ed, University of North Carolina at Pembroke

STANLEY KNICK (1986), Director/Curator and Associate Research Professor, Native American Resource Center

B.A., University of North Carolina at Greensboro; M.A., Ph.D., Indiana University

BRIGITTE KNIGHT (2007), Lecturer, Department of English, Theatre, and Foreign Languages

B.A., Methodist University; M.A., University of North Carolina at Pembroke

STEPHEN KODWO (2009), Assistant Professor, Department of Social Work

B.A., M.A., University of Ghana; M.S.W., University of South Carolina; Ph.D., Virginia Commonwealth University

BISHWA S. KOIRALA (2012), Assistant Professor, Department of Economics, Finance, and Decision Sciences

M.Sc., University of Western Sydney; M.A., Brandeis University; Ph.D., University of New Mexico

ALEXANDER KRUTSCH (2013), Lecturer, Department of Health, Physical Education, and Recreation; Assistant Football Coach

B.S., M.A., Northern Illinois University

JOHN ANTOINE LABADIE (1994), Professor, Department of Art

B.A., University of Dayton; M.A., Wright State University; Ed.D., University of Cincinnati

- ROGER A. LADD (2003), Associate Professor, Department of English, Theatre, and Foreign Languages**
A. B., Princeton University; M.A., Ph.D., University of Wisconsin-Madison
- RENEE LAMPHERE (2012), Assistant Professor, Department of Sociology and Criminal Justice**
B.A., State University of New York-College of Oswego; M.A., Indiana University of Pennsylvania; Ph.D., Indiana University of Indiana
- ROBIN LANGLEY (2011), Lecturer, Department of Health, Physical Education, and Recreation; Head Women's Tennis Coach**
B.A., Saint Mary's College; M.A., University of North Carolina at Pembroke
- ANA CECILIA LARA (2010), Instructor, Department of English, Theatre, and Foreign Languages**
B.A., Universidad de Centroamérica "José Simeón Cañas"; M.A., Middlebury College
- RAYMOND E. LEE (1996), Associate Professor, Department of Mathematics and Computer Science**
B.S., M.Ed., West Virginia Wesleyan College; Ph.D., American University
- WALTER E. LEWALLEN (2007), Lecturer, Department of English, Theatre, and Foreign Languages**
B.A., University of North Carolina at Pembroke; M.A., Ph.D., University of South Florida
- XIQI (CINDY) LI (2008), Assistant Professor, Department of Mathematics and Computer Science**
B.S., Xi'an Jiao Tong University; M.S., Beijing University of Post and Telecom; Ph.D., Florida Atlantic University
- TULLA LIGHTFOOT (2003), Professor, Department of Art**
B.A., University of Connecticut; M.F.A., Instituto Allende; M.Ed., Ed.D., Teacher's College
- CHARLES W. LILLIE (2002), Associate Professor, Department of Mathematics and Computer Science**
B.S., Ph.D., University of Southwestern Louisiana; M.B.A., Florida State University
- JOHN "PORTER" LILLIS (2013), Assistant Professor, Department of Sociology and Criminal Justice**
B.S., Columbus State University; M.S., Auburn University; Ph.D., University of Alabama at Birmingham
- HOWARD G. LING (2001), Associate Professor, Department of Management, Marketing, and International Business**
B.A., Davidson College; M.B.A., University of North Carolina at Charlotte; Ph.D., Old Dominion University
- JAMIE LITTY (2001), Associate Professor, Department of Mass Communication**
B.A., New York University; M.S., Miami University; Ph.D., Ohio State University
- DANDAN LIU (2005), Associate Professor, Department of Mass Communication**
B.A., Harbin Engineering University; M.A., Jilin University of Technology; Ph.D., Temple University
- ALICE LOCKLEAR (2009), Assistant Professor, Department of Social Work**
B.S.W., University of North Carolina at Pembroke; M.S.W., East Carolina University
- JENNIFER JONES LOCKLEAR (2012), Clinical Assistant Professor, Department of Nursing**
B.S.N., University of North Carolina at Pembroke; M.S.N., University of Phoenix
- ZOE WOODLELL LOCKLEAR (2004), Professor, Department of Education Specialties; Dean, School of Education**
B.S., University of North Carolina at Pembroke; M.Ed., Ph.D., University of North Carolina at Chapel Hill

- EMILY R. LONG (2003), Associate Professor, Department of Elementary Education**
B.S., University of Maryland; M.Ed., University of Virginia; Ed.D., Kansas State University
- JEFFREY K. LUCAS (2006), Associate Professor, Department of History**
B.G.S., Chaminade University of Honolulu; M.A., Baylor University; Ph.D., University of Texas at El Paso
- LARRY MABE (2007), Clinical Professor, Department of School Administration and Counseling**
A.B., Elon College; M.A., Appalachian State University; Ed.D., University of North Carolina at Chapel Hill
- ELIZABETH MAISONPIERRE (1988), Professor, Department of Music**
B.M., Ohio Wesleyan University; M.M., D.M.A., University of Maryland
- JONATHAN MAISONPIERRE (1998), Lecturer, Department of Music**
B.M., Ohio Wesleyan University; M.M., D.M.A., University of Maryland
- SIVANADANE MANDJINY (1996), Professor and Chair, Department of Chemistry and Physics**
B.Tech., University of Madras; M.Tech., I.I.T. New Delhi; M.Eng., University of Toronto; Ph.D., Université de Technologie de Compiègne
- DAVID MARQUARD (2010), Assistant Professor, Department of English, Theatre, and Foreign Languages**
B.A., M.A., Eastern Michigan University; Ph.D., University of Nevada at Reno
- STEPHEN M. MARSON (1977), Professor, Department of Sociology and Criminal Justice**
B.A., Ohio Dominican College; M.S.W., Ohio State University; ACSW; Ph.D., North Carolina State University
- JAIME MARTINEZ (2008), Assistant Professor, Department of History**
B.A., Pennsylvania State University; M.A., Ph.D., University of Virginia
- SHARON LEA MATTILA (2009), Assistant Professor, Department of Philosophy and Religion**
B.A., McGill University; M.A., University of St. Michael's College; Ph.D., University of Chicago
- GARY MAUK (2007), Assistant Professor, Department of School Administration and Counseling**
B.A., California University of Pennsylvania; M.A., C.A.G.S., Gallaudet University; Ph.D., Utah State University
- HAROLD D. MAXWELL (1967), Professor Emeritus, Department of Biology**
B.S., M.S., Tennessee Polytechnic Institute; Ph.D., North Carolina State University
- RAMIN COOPER MAYSAMI (2003), Professor, Department of Economics, Finance, and Decision Sciences; Dean, School of Business**
B.S., M.S., Ph.D., Iowa State University
- DOUGLAS McBROOM (2006), Lecturer, Department of Mathematics and Computer Science**
B.S., U.S. Military Academy; M.A., University of North Carolina at Pembroke; M.S.A., Fayetteville State University
- VIRGINIA K. McCLANAHAN (1999); Professor and Chair, Department of English, Theatre, and Foreign Languages**
B.A., St. Andrews Presbyterian College; M.A., American University; Ph.D., University of Illinois
- MARK McCLURE (2002), Professor, Department of Chemistry and Physics**
B.A., B.A., B.A., M.S., Ph.D., University of South Florida
- DENNIS W. McCRACKEN (2007), Assistant Professor, Department of Biology**
B.S., M.S., East Tennessee State University; Ph.D., Wake Forest University
- ANGELA McDONALD (2008), Assistant Professor, Department of School Administration and Counseling**
B.Sc., M.S.Ed., Old Dominion University; Ph.D., College of William and Mary
- JOHN McDONALD (2000), Visiting Lecturer, Department of Biology**
B.S., North Carolina A&T State University; M.S., Atlanta University

- ROBERT McDONNELL (2012), Lecturer, Department of Sociology and Criminal Justice**
B.A., University of Georgia; M.P.A., University of North Carolina at Pembroke
- DENNIS A. McGLOTHIN (2012), Lecturer, Department of English, Theatre, and Foreign Languages**
B.A., M.A., University of Dayton
- WILLIE McNEILL, JR. (1976), Professor, Department of Professional Pedagogy and Research**
B.S., Livingstone College; M.S., North Carolina A&T State University; Ed.D., Pennsylvania State University
- VERONICA McPHATTER (2009), Assistant Professor, Department of Social Work**
B.S.C., North Carolina Central University; M.S.W., University of North Carolina at Chapel Hill
- MICHAEL MENELEE (2007), Thomas Family Professor of Entrepreneurship, Department of Management, Marketing, and International Business**
B.S., Northern Illinois University; M.S., Ph.D., Purdue University
- EDWIN CLIFFORD MENSAH (2004), Associate Professor, Department of Economics, Finance, and Decision Sciences**
B.Sc., University of Ghana–Legon; Ph.D., North Carolina State University
- CYNTHIA MIECZNIKOWSKI (2005), Associate Professor, Department of English, Theatre, and Foreign Languages**
B.S., Russell Sage College; M.A., State University of New York at Binghamton; Ph.D., Pennsylvania State University
- MARK MILEWICZ (2012), Professor, Department of Political Science and Public Administration; Dean, Esther G. Maynor Honors College**
B.A., Jacksonville State University; M.A., Ph.D., University of Alabama
- BEN MILLER (2008), Lecturer/Head Men’s Basketball Coach, Department of Health, Physical Education, and Recreation**
B.A., Luther College; M.S., University of Northern Iowa; Ph.D., Kansas University
- WENDY PEARCE MILLER (2008), Assistant Professor, Department of English, Theatre, and Foreign Languages**
B.A., Florida State University; M.A., Valdosta State University; Ph.D., University of Mississippi
- KEONDRA MITCHELL (2013), Lecturer, Department of Management, Marketing, and International Business**
B.A., George Mason University; M.B.A., Averett University
- LISA MITCHELL (2009), Assistant Professor, Department of Elementary Education**
B.A., Lenoir-Rhyne College; M.A., Belmont Abbey College; Ph.D., University of North Carolina at Greensboro
- MANUEL MODESTO (2013), Lecturer, Department of English, Theatre, and Foreign Languages**
B.A., Universidad de Huelva; M.A., University of Memphis
- CRYSTAL MOORE (2012), Assistant Professor, Department of Nursing**
B.S.N., University of North Carolina at Pembroke; M.S.N., University of North Carolina at Chapel Hill
- DAVID W. MORSE (2013), Lecturer, Department of Biology**
B.A., M.A., Nova Southeastern University; M.A., Shippensburg University
- OTTIS MURRAY (2000), Associate Professor, Department of Sociology and Criminal Justice**
B.A., University of North Carolina at Pembroke; M.Ed., Ed.D., North Carolina State University
- FRANK MYERS (2002), Lecturer, Department of English, Theatre, and Foreign Languages**
B.A., M.A., University of North Carolina at Pembroke
- EMILY A. NEFF-SHARUM (2009), Assistant Professor, Department of Political Science and Public Administration**
B.A., Seattle University; M.A., University of Arkansas; Ph.D., University of Washington

WILLIAM BLAKE NEWSOME (2012), Lecturer, Department of Health, Physical Education, and Recreation; Assistant Baseball Coach

B.S., Methodist University; M.A., U.S. Sports Academy

DAVID H. NIKKEL (2002), Professor and Chair, Department of Philosophy and Religion

B.A., Yale University; M.Div., Methodist Theological School in Ohio; Ph.D., Duke University

ELIZABETH NORMANDY (1987), Professor, Department of Political Science and Public Administration; Interim Associate Vice Chancellor for Academic Planning and Special Projects

B.A., University of North Carolina at Chapel Hill; M.A., American University; Ph.D., University of South Carolina

PAUL O'NEIL (2000), Lecturer, Department of Health, Physical Education, and Recreation; Baseball Coach

B.S., Appalachian State University; M.A., Western Carolina University

SARA OSWALD (1988), Senior Lecturer, Department of English, Theatre, and Foreign Languages

A.B., St. Peter's College; M.A., Rutgers University

ASTRIDE OVEIDO (2013), Assistant Professor, Department of Nursing

B.S.N., North Valley College Foundation; M.S.N., University of North Carolina at Greensboro

DAVID OXENDINE (2004), Associate Professor, Department of Professional Pedagogy and Research

B.A., Catawba College; M.S., Ph.D., North Carolina State University

LESLIE OXENDINE (2012), Assistant Professor, Department of Nursing

A.D.N., Robeson Community College; B.S.N., University of North Carolina at Pembroke; M.S.N., F.N.P., University of North Carolina at Wilmington

OLIVIA OXENDINE (2005), Assistant Professor, Department of School Administration and Counseling

B.S., University of North Carolina at Pembroke; M.A., Appalachian State University; Ed.D., University of North Carolina at Greensboro

REGINALD OXENDINE, Sr. (2005), Clinical Assistant Professor, Department of Professional Pedagogy and Research

B.S., University of North Carolina at Pembroke; M.S., East Carolina University; Ed.D., North Carolina State University

SHILPA PAI REGAN (2004), Associate Professor, Department of Psychology

B.A., University of North Carolina at Chapel Hill; M.S., Ph.D., Oklahoma State University

NANCY PALM (2012), Assistant Professor, Department of Art

B.A., Southern Illinois University, Carbondale; M.A., University of Wisconsin-Madison; Ph.D., Indiana University, Bloomington

MARIO PAPAROZZI (2003), Professor and Chair, Department of Sociology and Criminal Justice

B.A., Kean College of New Jersey; M.A., Montclair State University; Ph.D., Rutgers University

STEPHEN PAPAY (2012), Lecturer, Department of Health, Physical Education, and Recreation; Assistant Athletic Trainer

B.S., Indiana University of Pennsylvania; M.A.T., University of North Carolina at Pembroke

CATHERINE PARISIAN (2008), Assistant Professor, Department of English, Theatre, and Foreign Languages

B.A., M.A., University of South Florida; Ph.D., University of Virginia

JOHN A. PARNELL (2002), Belk Distinguished Professor of Management, Department of Management, Marketing, and International Business

B.S.B.A., M.B.A., M.A.Ed., East Carolina University; Ed.D., Campbell University; Ph.D., University of Memphis

- HOLLY K. PAYNE (2013), Lecturer, Department of English, Theatre, and Foreign Languages**
B.A., Lyon College; M.Ed., M.F.A., University of Arkansas
- SAM PEARSON (2005), Lecturer, Department of Sociology and Criminal Justice**
A.A., B.A., Fayetteville State University; M.A., North Carolina State University; Ph.D., Southwest University; Ph.D., La Salle University
- MICHAEL PENNINGTON (2011), Assistant Professor, Department of Political Science and Public Administration**
B.A., West Virginia State College; M.P.A., West Virginia University; Ph.D., Texas A&M University
- MARIA PEREIRA (1998), Associate Professor, Department of Biology**
B.S., Eduardo Mondlane University; M.S., Ph.D., University of Florida
- DARRELL JESSE PETERS (1999), Professor, Department of English, Theatre, and Foreign Languages**
B.A., Emory University; M.A., Ph.D., University of New Mexico
- NATHAN PHILLIPPI (2007), Lecturer, Department of Geology and Geography**
B.A., University of Wisconsin—Eau Claire; M.S., South Dakota State University
- PRESTON LEE PHILLIPS (2004), Associate Professor, Department of Geology and Geography**
B.S., M.S., University of North Carolina at Wilmington; Ph.D., University of Iowa
- LESZEK PIATKIEWICZ (1994), Professor, Department of Mathematics and Computer Science**
M.S., University of Warsaw, Poland; M.S., Ph.D., University of South Carolina
- JESSICA A. PITCHFORD (2012), Assistant Professor, Department of English, Theatre, and Foreign Languages; Editor, *Pembroke Magazine***
B.A., University of Central Arkansas; M.A., M.F.A., McNeese State University; Ph.D., Florida State University
- ROBERT E. POAGE (2003), Associate Professor, Department of Biology**
B.S., Ph.D., University of Florida
- ENRIQUE J. PORRÚA (2003), Associate Professor, Department of English, Theatre, and Foreign Languages**
B.A., Universidad Complutense de Madrid; M.A., Ph.D., Texas Tech University
- BRIAN POSTEK (2008), Assistant Professor, Department of Chemistry and Physics**
B.S., Oakland University; Ph.D., Purdue University
- FRANKIE DENISE POWELL (2007), Associate Professor, Department of Education Specialties**
B.A., Bennett College; M.Ed., Ph.D., University of North Carolina at Greensboro
- RASBY MARLENE SNEAD POWELL (1996), Professor, Department of Sociology and Criminal Justice**
B.A., University of Florida; M.S., Ph.D., Florida State University
- JUNE L. POWER (2004), Associate Librarian, Access Services/Reference Librarian, Library Services**
B.A., College of William and Mary; M.L.I.S., University of North Carolina at Greensboro
- PAULINE PRIVITERA (2007), Lecturer/Assistant Women's Soccer Coach, Department of Health, Physical Education, and Recreation**
B.A., M.A., Salem International University
- SHANE RICHARDSON (2006), Lecturer, Department of Health, Physical Education, and Recreation; Assistant Football Coach**
B.S., Northern Michigan University; M.Ed., North Dakota State University
- TIMOTHY M. RITTER (1996), Professor, Department of Chemistry and Physics**
B.S., Ph.D., State University of New York at Buffalo
- JOSÉ RIVERA (2011), Assistant Professor, Department of Music**
B.M.E., M.M.E., Ph.D., Florida State University

THERESE RIZZO (2008), Assistant Professor, Department of English, Theatre, and Foreign Languages

B.A., Rowan University; M.A., Ph.D., University of Delaware

JAMES W. ROBINSON (2005), Associate Professor, Department of Sociology and Criminal Justice

B.A., University of Oklahoma; M.A., University of Tulsa; Ph.D., Oklahoma State University

CARLA ROKES (2005), Associate Professor, Department of Art

B.F.A., University of North Carolina at Charlotte; M.F.A., Pratt Institute

MELINDA ROSENBERG (2007), Associate Professor, Department of Philosophy and Religion

B.A., M.A., Ph.D., University of South Florida

JESSE ROUSE (2009), Instructor, Department of Geology and Geography

B.S., Appalachian State University; M.A., West Virginia University

MARY J. RUSSELL (2002), Associate Professor, Department of Mathematics and Computer Science

B.A., University of Tennessee; M.A., Ph.D., Emory University

BRANDON SANDERSON (2008), Assistant Professor, Department of Art

B.F.A., Colorado State University; M.F.A., University of South Dakota

MARIA S. SANTISTEBAN (2007), Associate Professor, Department of Biology

B.S., University of Basque Country; D.E.A., Ph.D., Université Joseph Fourier

MARILU E. SANTOS (1996), Professor, Department of Biology

B.S., M.S., Ph.D., University of the Philippines

STEVE SAULNIER (2007), Lecturer/Assistant Football Coach, Department of Health, Physical Education, and Recreation

B.S., North Carolina State University; M.S., University of New Mexico

MELISSA SCHAUB (2003), Associate Professor, Department of English, Theatre, and Foreign Languages; Associate Vice Chancellor for Enrollment

B.A., New College of the University of South Florida; M.A., Ph.D., University of Wisconsin–Madison

ROBERT O. SCHNEIDER (1982), Professor, Department of Political Science and Public Administration

B.A., University of Wisconsin; M.A., Ph.D., Miami University (Ohio)

MARK SCHWARZE (2012), Assistant Professor, Department of School Administration and Counseling

B.A., Pembroke State University; M.A., University of North Carolina at Pembroke; Ph.D., North Carolina State University

JOSEPH SCIULLI (2010), Assistant Professor, Department of Elementary Education

B.A., Point Park University; M.S., University of Pittsburgh; M.Ed., Ed.D., Duquesne University

FELICIA SCOTT (1998), Lecturer, Department of Chemistry and Physics

B.S., University of North Carolina at Pembroke; M.S., North Carolina Central University

MARISA ROACH SCOTT (2010), Assistant Professor, Department of Education Specialties

B.S., M.Ed., East Carolina University; Ph.D., University of North Carolina at Greensboro

DENNY SCRUTON (2010), Assistant Professor, Department of Health, Physical Education, and Recreation

B.S., West Liberty University; M.S., Central Michigan University; Ph.D., Michigan State University

HEATHER KIMBERLY DIAL SELLERS (2006), Associate Professor, Department of Education Specialties

B.S., M.A.Ed., University of North Carolina at Pembroke; Ph.D., North Carolina State University

JEREMY SELLERS (2005), Associate Professor, Department of Biology

B.S., Campbell University; Ph.D., Wake Forest University School of Medicine

- PATRICIA SELLERS (2005), Associate Professor, Department of Biology**
B.S., Ph.D., University of Manitoba
- JEAN E. SEXTON (1984), Associate Librarian and Coordinator of Cataloging, Library Services**
B.A., M.S.L.S, University of North Carolina at Chapel Hill
- YAN SHI (2008), Assistant Professor, Department of Economics, Finance, and Decision Sciences**
M.A., Tianjin University of Finance and Economics; Ph.D., University of North Carolina at Chapel Hill
- PETER SHINNICK (2006), Lecturer, Department of Health, Physical Education, and Recreation; Head Football Coach**
B.A., University of Colorado; M.A.Ed, Clemson University
- DENNIS H. SIGMON (1976), Professor, Department of English, Theatre, and Foreign Languages**
A.B., High Point College; M.A.T., Appalachian State University; Ph.D., Purdue University
- SARA COBLE SIMMONS (1996), Associate Professor, Department of Professional Pedagogy and Research**
B.A., M.Ed., University of North Carolina at Greensboro; Ph.D., University of Texas–Austin
- NATALIE SMITH (2007), Lecturer, Department of English, Theatre, and Foreign Languages**
B.F.A., B.F.A., East Carolina University
- RACHEL B. SMITH (2007), Associate Professor, Department of Chemistry and Physics**
B.S., Wake Forest University; M.S., Ph.D., Brandeis University
- ROBIN SNEAD (2007), Lecturer, Department of English, Theatre, and Foreign Languages: College Opportunity Program**
B.A., University of North Carolina at Chapel Hill; M.A., University of North Carolina at Pembroke; Ph.D., North Carolina State University
- JOHN E. SPILLAN (2008), Professor and Chair, Department of Marketing, Management, and International Business**
B.A., Lycoming College; M.S.W., State University of New York at Albany; M.B.A., College of St. Rose; Ph.D., Warsaw School of Economics
- DAVID MARTIN SPITZER (2007), Lecturer, Department of Music**
B.S., Bowling Green State University; M.A., Ball State University
- ROBERT MICHAEL SPIVEY (1999), Associate Professor, Department of Sociology and Criminal Justice**
B. S., M.A., Central Michigan University; Ph.D., York University
- LAURA STAAL (2008), Assistant Professor, Department of Education Specialties**
B.A., Calvin College; M.A., Eastern Michigan University; Ph.D., University of New Mexico
- JOYCE STANLEY (2004), Assistant Professor, Department of Nursing**
B.S.N., Clemson University; M.S.N., George Mason University
- KAREN STANLEY (1999), Associate Professor and Chair, Department of Elementary Education**
B.A., Mars Hill College; M.R.E., Southeastern Theological Baptist Seminary; M.Ed., Ph.D., Virginia Commonwealth University
- SUMMER STANLEY (2013), Assistant Professor, Department of Social Work**
B.A., University of North Carolina at Pembroke; M.A., University of North Carolina at Chapel Hill
- FREDERICK STEPHENS (1992), Assistant Professor, Department of Social Work**
B.S., University of North Carolina at Pembroke; M.S.W., University of California at Berkeley
- MEREDITH L. STORMS (2002), Associate Professor, Department of Chemistry and Physics; Associate Dean, College of Arts and Sciences**
B.S., University of North Carolina at Pembroke; Ph.D., University of Georgia

ROLAND STOUT (2006), Professor, Department of Chemistry and Physics

B.S., University of Puget Sound; Ph.D., Iowa State University

ROSEMARIE N. STREMLAU (2006), Assistant Professor, Department of History

B.A., University of Illinois; M.A., Ph.D., University of North Carolina at Chapel Hill

RAY KELLY SUTHERLAND (1985), Associate Professor, Department of Philosophy and Religion

B.A., Western Kentucky University; M.A., Ph.D., Vanderbilt University

BRAD SWENSEN (2013), Lecturer, Department of Health, Physical Education, and Recreation; Assistant Football Coach

B.A., Central Washington University; M.S., Ball State University

MARGARET SWIERZ (2006), Clinical Assistant Professor, Department of Nursing

B.S.N., M.S.N., Hunter College of the City University of New York

DAVID SYNAN (2005), Lecturer, Department of Health, Physical Education, and Recreation; Golf Coach

B.S., High Point University; M.S., High Point University

BARBARA B. SYNOWIEZ (1999), Professor and Chair, Department of Nursing

B.S.N., University of North Carolina at Chapel Hill; M.S.N., Duke University; Ph.D., University of Pennsylvania

JOEY TAMBURO (2013), Lecturer, Department of Health, Physical Education, and Recreation; Assistant Athletic Trainer

B.S., University of North Carolina at Pembroke; M.S., California State University of Pennsylvania

JODY THOMAS (2011), Assistant Professor, Department of Social Work

B.S.W., University of North Carolina at Pembroke; M.S.W., University of South Carolina

TRACY THOMAS (2010), Lecturer, Department of Music

B.M., Indiana University, M.M., University of Cincinnati College-Conservatory of Music

WILLIAM STEWART THOMAS (2001), Assistant Professor, Department of Accounting and Information Technology; Acting Assistant Dean, School of Business

B.S., University of North Carolina at Chapel Hill; M.B.A., Campbell University; Ph.D., Capella University

BEN THOMPSON (2011), Lecturer/Assistant Men's Basketball Coach, Department of Health, Physical Education, and Recreation

B.S., M.S., Virginia Polytechnic Institute and State University

JOHN MARK THOMPSON (1998), Professor, Department of History

B.A., California State University; M.A., Ph.D., University of North Carolina at Chapel Hill

THOMAS McLEAN THOMPSON (1980), Professor and Chair, Department of Health, Physical Education, and Recreation

B.S., University of North Carolina at Pembroke; M.A., Western Carolina University; D.A., Middle Tennessee State University

CORNELIA TIRLA (2005), Associate Professor, Department of Chemistry and Physics

M.S., Universitatea "Politehnica" Bucuresti; M.S., Ph.D., Ecole Polytechnique

CHARLES A. TITA (2004), Director of Distance Education; Associate Professor, Department of English, Theatre, and Foreign Languages

Licence ès Lettres, Maîtrise ès Lettres, University of Yaoundé; M.A., Ph.D., Howard University

ERIK TRACY (2011), Assistant Professor, Department of Psychology

B.A., State University of New York at Buffalo; M.A., Ph.D., Ohio State University

GARY TREMBLAY (2001), Lecturer, Department of English, Theatre, and Foreign Languages; Technical Director, Givens Performing Arts Center

B.A., St. Andrews Presbyterian College; M.F.A., Carnegie-Mellon University

WILLIAM LEE TRUMAN (1981), Associate Professor, Department of Mathematics and Computer Science

B.S., University of North Carolina at Pembroke; M.S., Ph.D., North Carolina State University

- JENNIFER TWADDELL (2004), Assistant Professor, Department of Nursing**
B.S.N., Radford University; M.S.N., Duke University
- TIFFANY TYSON (2012), Assistant Professor, Department of Nursing**
B.S.N., Barton College; M.S.N., F.N.P., Duke University; D.N.P., Robert Morris University
- DAVID G. UNDERWOOD (1998), Lecturer, Department of English, Theatre, and Foreign Languages; Production Manager, Givens Performing Arts Center**
B.A., Swarthmore College; M.F.A., University of North Carolina at Chapel Hill
- SAILAJA VALLABHA (2005), Lecturer, Department of Chemistry and Physics**
B.Sc., Madras University; M.S., North Carolina Agricultural and Technical State University
- AARON VANDERMEER (2007), Lecturer, Department of Music**
B.A., Minnesota State University–Moorhead; B.A., Kutztown University of Pennsylvania; M.M., Indiana University
- RICHARD R. VELA (1971), Professor, Department of English, Theatre, and Foreign Languages**
B.A., M.A., University of Dallas; Ph.D., University of North Carolina at Chapel Hill
- APREL VENTURA (2012), Assistant Professor, Department of Nursing**
B.S.N., University of North Carolina at Pembroke; M.S.N., Duke University
- JAY HANSFORD C. VEST (2002), Professor, Department of American Indian Studies**
B.A., University of Washington; M.A., M.I.S., Ph.D., University of Montana
- ADAM WALLS (2007), Associate Professor, Department of Art**
B.A., Limestone College; M.F.A., Winthrop University
- GLEN WALTER (2007), Professor, Department of School Administration and Counseling**
B.S., Concordia Teacher's College; M.A., Southern Illinois University—Edwardsville; Ph.D., University of Florida
- JEFFREY M. WARREN (2011), Assistant Professor, Department of School Administration and Counseling**
B.A., M.A., East Carolina University; Ph.D., North Carolina State University
- DONNIE WEEKS (2007), Clinical Professor, Department of School Administration and Counseling**
B.S., Campbell University; M.A.Ed., East Carolina University; Ed.D., Campbell University
- GUO WEI (1999), Professor, Department of Mathematics and Computer Science**
B.S., M.S., Northwestern University; M.S., University of Texas; M.S., Ph.D., New Mexico State University
- MARK M. WHITE (2009), Lecturer, Department of Mathematics and Computer Science**
B.S., Eckerd College; M.S., Clemson University
- SUSAN F. WHITT (1999), Associate Librarian and Interim Dean of Library Services**
B.A., University of North Carolina at Greensboro; M.L.S., North Carolina Central University
- TRACY WIGGINS (2003), Lecturer, Department of Music**
B.M., Oklahoma State University; M.M., University of New Mexico
- O.C. WILLIAMS (2007), Lecturer/Assistant Football Coach, Department of Health, Physical Education, and Recreation**
B.S., M.S., Alcorn State University
- TAKEISHA WILSON (2012), Assistant Professor, Department of Social Work**
B.A., The University of Massachusetts at Amherst; M.S.W., University of Georgia
- ROBERT WOLF (2005), Assistant Librarian, Serials/Digital Operations Coordinator, Library Services**
B.S., College of New Jersey; M.L.S., University North Carolina at Chapel Hill
- MELANIE E. WOOD (2010), Assistant Librarian, Instructional Services/Reference Librarian, Library Services**
B.A., State University of New York at Purchase; M.L.I.S., Long Island University

MARIAN WOOTEN (2008), Assistant Professor, Department of Health, Physical Education, and Recreation; Recreation Program Coordinator

B.A., Ph.D., Clemson University; M.A. Florida State University

VELINDA WORLAX (1995), Professor, Department of Biology

B.S., University of North Carolina at Pembroke; M.S., Ph.D., University of North Carolina at Chapel Hill

CHUANHUI (CHARLES) XIONG (2012), Assistant Professor, Department of Management, Marketing, and International Business

B.S., Nankai University; Ph.D., Purdue University

DAVID W. YOUNG (2001) Assistant Librarian, Catalog Librarian, Library Services

B.A., Bates College; M.A., Appalachian State University; M.L.S., North Carolina Central University

ERIKA L. YOUNG (2007), Lecturer, Department of Biology

B.S., University of North Carolina at Pembroke; M.S., Western Carolina University

DAVID D. ZEIGLER (1989), Professor and Chair, Department of Biology

B.S., Tarleton State University; M.S., Ph.D., University of North Texas

MARY ZETS (2008), Lecturer, Department of Biology

B.S., M.A., University North Carolina at Pembroke

XIN (CYNTHIA) ZHANG (2008), Assistant Professor, Department of Mathematics and Computer Science

B.E., Wuhan University; M.S., Ph.D., University of North Carolina at Charlotte

SCOTT ZIEGLER (2013), Assistant Professor, Department of Art

B.A., M.Ed., Loyola University; Ph.D., Northern Illinois University

CHRIS ZIEMNOWICZ (2006), Professor, Department of Management, Marketing, and International Business

B.S., George Mason University; M.B.A., The American University; Ph.D., Institute of Economics and Social Sciences, Warsaw University of Technology

LASZLO ZSILINSZKY (1998), Pembroke Professor, Department of Mathematics and Computer Science

M.S., Ph.D., University of South Carolina; M.S., Ph.D. Komenius University

RETIRED AND *EMERITUS FACULTY

GEORGE T. AMMONS (1965), School of Business

B.S., University of North Carolina at Chapel Hill; C.P.A., State of North Carolina

THOMAS WARREN BAKER (1992), Department of Education

B.S., University of North Carolina at Pembroke; M.A., Fayetteville State University; M.A.Ed., East Carolina University; Ed.D., Campbell University

***JAMES J. BARDSLEY (1990), Professor Emeritus, School of Business**

B.S., Virginia Polytechnic Institute and State University; M.B.A., University of Rochester; Ph.D., Syracuse University

NANCY W. BARRINEAU (1989), Department of English, Theatre, and Foreign Languages

B.A., Asbury College; M.A., University of Kentucky; Ph.D., University of Georgia

RAY VON BEATTY (1972), Department of Psychology

B.S., University of North Carolina at Pembroke; M.Ed., Ph.D., University of North Carolina at Chapel Hill

***PAUL J. BERGHOFF (1975), Professor Emeritus, Department of Education**

B.A., M.A., Ph.D., University of Michigan

JOHN R. BOWMAN (1979), Pembroke Professor, Department of Sociology and Criminal Justice

B.A., University of Kentucky; M.S., Florida State University; Ph.D., Ohio State University

***MARY P. BOYLES (1977), Professor Emerita, Former Associate Vice Chancellor for Academic Affairs**

B.A., University of North Carolina at Greensboro; M.A., University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Greensboro

CAROL W. BREWER (1988), Department of Mathematics and Computer Science

A.S., St. Mary's Junior College; B.A., University of North Carolina at Chapel Hill; M.A.Ed., University of North Carolina at Pembroke

LILLIAN D. BREWINGTON (1988), Library Services

B.A., University of North Carolina at Pembroke; M.L.S. North Carolina Central University

ROBERT BRITTON (1991), Department of English, Theatre, and Foreign Languages

B.A., Pfeiffer College; M.A., University of Mississippi; Ph.D., Florida State University

***ELLEN J. BRYAN (1970), Professor Emerita, Department of Health, Physical Education, and Recreation**

B.S., University of North Carolina at Pembroke; M.A.Ed., East Carolina University; D.A., Middle Tennessee State University

NORMIE L. BULLARD (1988), Library Services

B.S., University of North Carolina at Pembroke; M.L.S., North Carolina Central University

JANITA K. BYARS (2003), Department of Music

B.M., Indiana University; M.M., Manhattan School of Music; M.S., Pace University; Ed.D., Teachers College of Columbia University

***PATRICK A. CABE (1989), Professor Emeritus, Department of Psychology**

B.A., M.A., University of Akron; Ph.D., Cornell University

***SUELLEN CABE (1987), Professor Emerita, Department of Geology and Geography**

B.S., University of Akron; M.S., Ph.D., University of North Carolina at Chapel Hill

LEONARD CASCIOTTI (1992), Department of Mathematics and Computer Science

B.S., Pennsylvania State University; M.A., University of Pennsylvania; Ph.D., University of Delaware

***JOHN CHAY (1969), Professor Emeritus, Department of History**

B.A., M.A., M.A.L.S., Ph.D., University of Michigan

HAZEL COATES (1996), School of Business

B.S., St. Andrews College; M.Ed., University of Georgia; M.A.Ed., University of North Carolina at Pembroke

***MANUEL ARTHUR CONLEY (1995), Professor Emeritus, Department of History**

B.G.S., University of Nebraska; B.A., University of North Carolina at Pembroke; M.A., Boston University; D.A., Middle Tennessee State University

***EDWIN W. CRAIN (1965), Professor Emeritus, Department of Health, Physical Education, and Recreation**

B.S., M.A., Appalachian State University; Ed.D., West Virginia University

SANDRA CROSS (1993), Department of Health, Physical Education, and Recreation

B.S., Livingston University; M.Ed., University of North Carolina at Greensboro; Ed.D., University of Virginia

***WILLIAM H. DEAN (1968), Professor Emeritus, Department of Education**

B.S., M.A., East Carolina University; Ed.D., West Virginia University

WANDA JANE DICKSON (1990), Department of Elementary Education

B.S., Indiana University of Pennsylvania; M.Ed., Duquesne University; Ph.D., University of Pittsburgh

BEN JAY DRYMON (1977), Department of Education

B.S., Davidson College; M.Ed., Ph.D., University of North Carolina at Chapel Hill

***JAMES B. EBERT (1956), Professor Emeritus, Department of Biology**

B.S., Louisiana State University and A&M College; A.M. Duke University; D.Sc. (Hon.), University of North Carolina at Pembroke

ELINOR FOLGER FOSTER (1999), Library Services

B.A., Wake Forest University; M.L.S., Ed. D. University of North Carolina at Greensboro

WILLIAM F. FRITZ (1974), Department of Music

B.M., California Institute of the Arts; M.A., California State University of Pennsylvania; D.M.A., Miami University

FRAN FULLER (1994), Department of Sociology and Criminal Justice

B.A., Agnes Scott College; M.A., Goddard College; M.A.Ed., Western Carolina University; Ph.D., North Carolina State University

***GRACE E. GIBSON (1966), Professor Emerita, Department of English, Theatre, and Languages**

B.A., University of North Carolina at Greensboro; M.A., Duke University

***GIBSON H. GRAY (1971), Professor Emeritus, Department of Political Science and Public Administration and Public Administration**

B.B.A., University of Texas; M.A., Ph.D., Columbia University

AGNES O. GREENE (1968), Department of Home Economics

B.S., Florida Southern College; M.A., Northern Michigan University

***KATHLEEN C. HILTON (1990), Professor Emerita, Department of History**

B.Ed., Seattle University; M.A., Ph.D., Carnegie Mellon University

JANETTE K. HOPPER (2002), Department of Art

B.F.A., M.A., Boise State University; M.F.A., University of Oregon

VIRGINIA POMPEI JONES (2002), Department of English, Theatre, and Foreign Languages

A.B., Douglass College, Rutgers University; M.A.T., University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Greensboro

BONNIE A. KELLEY (1977), Professor Emerita, Department of Biology

B.S., North Georgia College; M.Ed., Ph.D., University of Georgia

***PAUL W. KILLIAN, JR. (1967), Professor Emeritus, Department of Psychology**

A.B., M.A., East Carolina University; Ph.D., North Carolina State University

ROBERT KREGER (2002), Department of Education

B.S., M.A., Eastern Michigan University; Ph.D., University of Michigan

***JESSE M. LAMM (1969), Professor Emeritus, Department of Education**

B.S., M.A., East Carolina; Ed.D., New York University

THOMAS J. LEACH (1975), Department of English, Theatre, and Languages; Former Dean, College of Arts and Sciences

B.S., U.S. Naval Academy; M.A., Ph.D., University of North Carolina at Chapel Hill

SHIRLEY SCHICK LEARN (1997), Library Services

B.A., East Stroudsburg University; M.S.L.S., Clarion University

***DONALD R. LITTLE (1974), Professor Emeritus, Department of Education**

A.B., Mercer University; M.Ed., Ed.D., University of Georgia

MAGNOLIA G. LOWRY (1970), School of Business

B.S., M.A., Appalachian State University

***JOSEF L. MANDEL (1972), Professor Emeritus, Department of English, Theatre, and Foreign Languages**

B.A., University of North Carolina at Pembroke; M.A., East Carolina University; M.A., Ph.D., University of North Carolina at Chapel Hill

ROBERT D. MAYNOR (1972), School of Business

B.S., University of North Carolina at Pembroke; M.B.A., Columbia University

JEROME A. McDUFFIE (1965), Department of History

B.A., University of North Carolina at Pembroke; M.A., Wake Forest University; Ph.D., Kent State University

JOSEPH A. MCGIRT (1965), Department of Biology

B.A., University of North Carolina at Pembroke; M.A., George Peabody College

ALLEN C. MEADORS (1999), Chancellor Emeritus

B.B.A., University of Central Arkansas; M.S., University of Northern Colorado; M.S., University of Kansas; M.S., M.S., Webster University; FACHE, Massachusetts Institute of Technology; Ph.D., Southern Illinois University

GAIL MORFESIS (2000), Department of Music

B.M., M.M., Peabody Conservatory; D.M.A., University of Kentucky

C. DOUGLAS NORMAN (1989), Department of English, Theatre, and Languages

B.S., Tennessee Polytechnic Institute; M.A., George Peabody College; Ed.D., University of Tennessee

***MARGARET G. OPITZ (1992), Professor Emerita, Department of Nursing**

B.S., East Tennessee State University; M.S., Medical College of Georgia; R.N., Ed.D., Virginia Polytechnic Institute and State University

***JOSEPH B. OXENDINE (1989), Professor, Chancellor Emeritus, Department of Health, Physical Education, and Recreation**

A.B., Catawba College; Ed.M., Ed.D., Boston University

LINDA E. OXENDINE (1982), Professor Emerita, Department of American Indian Studies

B.A., University of North Carolina at Chapel Hill; M.Ed., Pennsylvania State University; Ph.D., University of Minnesota

***RAYMOND B. PENNINGTON (1963), Professor Emeritus, Department of Health, Physical Education, and Recreation**

B.S., East Carolina University; Ed.M., University of North Carolina at Chapel Hill; Ed.D., Duke University

EDWARD L. POWERS (1988), Department of Management, Marketing, and International Business

B.S.B.A., M.B.A., West Virginia University; Ph.D., University of South Carolina

L. MILES RAISIG (1969), Library Services

B.S., University of Virginia; M.S.L.S., State University of New York–Albany; Ph.D., Walden University

ROBERT W. REISING (1971), Department of English, Theatre, and Foreign Languages

B.A., Michigan State University; M.A., University of Connecticut; Ed.D., Duke University

***KATHRYN K. RILEIGH (1973), Professor Emerita, Department of Psychology**

B.A., M.A., Ph.D., Vanderbilt University

JOHN RIM (1971), Department of Sociology and Criminal Justice

B.A., Harvard University; M.A., Ph.D., Columbia University

LARRY W. RODGERS (1981), Department of Health, Physical Education, and Recreation; Track and Field Coach; Cross Country Coach

B.S., University of North Carolina at Pembroke; M.S., North Carolina Central University

***ROBERT L. ROMINE (1974), Professor Emeritus, Department of Music**

B.S., M.A., Northeast Missouri State University; Ph.D., University of Iowa

THOMAS E. ROSS (1969), Department of Geology and Geography

B.A., M.S., Marshall University; Ph.D., University of Tennessee

***RAYMOND J. RUNDUS (1970), Professor Emeritus, Department of English, Theatre, and Foreign Languages**

B.A., College of Emporia; M.A., Wayne State University; Ph.D., University of Nebraska

***GILBERT L. SAMPSON (1966), Professor Emeritus, Department of Mathematics and Computer Science**

B.S., University of North Carolina at Pembroke; M.A., University of Arkansas; Ph.D., New York University

MICHAEL CLAUDE SCHAEFFER (1980), Department of Health, Physical Education, and Recreation

B.A., Washington and Lee University; M.A., Appalachian State University

DOUGLAS W. SCHELL (1990), School of Business

B.S., Pennsylvania State University; M.B.A., Brigham Young University; D.B.A., Indiana University

***FRANK A. SCHMALLEGGER (1975), Professor Emeritus, Department of Sociology and Criminal Justice**

B.B.A., University of Notre Dame; M.A., Ph.D., Ohio State University

LAWRENCE R. SCHULTZ (1978), Department of Professional Education

B.S., Bowling Green State University; M.A., Ph.D., University of South Florida

HAROLD C. SLAGLE (1969), Department of Music

B.M.E., M.M., University of Nebraska; Ed.D., University of Illinois

PAUL J. SMITH (1981), Lecturer, Department of Health, Physical Education, and Recreation; Wrestling Coach; Director of Aquatics

B.A., North Carolina State University; M.A.T., University of North Carolina at Chapel Hill

DONALD R. SOUCY (2002), Department of Management, Marketing, and International Business

B.S., University of New Hampshire; M.S., Union College

***RALPH L. STEEDS (1975), Professor Emeritus, Department of Art**

B.A., Central State University; M.F.A., University of Oklahoma

SHELBY DEAN STEPHENSON (1978), Department of English, Theatre, and Foreign Languages; *Pembroke Magazine*

B.A., University of North Carolina at Chapel Hill; M.A., University of Pittsburgh; Ph.D., University of Wisconsin Madison

MICHAEL LINWOOD STRATIL (1979), Department of Psychology

B.A., M.A., Ph.D., University of Florida

SANDRA M. STRATIL (1985), Department of English, Theatre, and Languages; College Opportunity Program

B.A., M.A., M.A.Ed., Morehead State University

P. ALBERT STUDDARD (1970), Department of Philosophy and Religion

B.A., Mercer University; B.D., New Orleans Baptist Seminary; M.A., University of Louisville; Ph.D., Southern Baptist Theological Seminary

HAROLD J. TEAGUE (1970), Department of Chemistry and Physics

B.S., Methodist College; M.S., Ph.D., North Carolina State University

NORMA JEAN THOMPSON (1963), School of Business

B.S., University of North Carolina at Pembroke; M.A., Appalachian State University; Ph.D., Georgia State University

***WILLIAM P. TURNER (1978), Professor Emeritus, Department of History**

A.B., A.M., Ph.D., West Virginia University

***PATRICIA D. VALENTI (1984), Professor Emerita, Department of English, Theatre, and Foreign Languages**

B.A., Marymount College; M.A., Ph.D., University of North Carolina at Chapel Hill

***PAUL VAN ZANDT (1969), Professor Emeritus, Department of Art**

B.F.A., Oklahoma State University; M.F.A., Tulane University

JOHN WALLINGFORD (1970), Department of Chemistry and Physics

B.Phys, M.Ed., University of Minnesota; M.S., Ph.D., Florida State University

***GEORGE R. WALTER (1967), Professor Emeritus, Department of Music**

B.M., West Virginia University; M.M., Indiana University; Ph.D., West Virginia University

ANN REAVES FENNEGAN WELLS (1960), Department of English, Theatre, and Languages

B.A., Coker College; M.A., East Carolina University

***RUDY D. WILLIAMS (1968), Professor Emeritus, Department of English, Theatre, and Languages**

B.A., Millsaps College; M.A., University of Mississippi; Ph.D., University of North Carolina at Chapel Hill

VIRGINIA WIRTZ (1999), Department of Nursing

B.S., Spalding College; M.N., University of Florida; Ed.D., East Texas State University

***JUDITH L. WISH (1975), Professor Emerita, Department of Education**

B.S., Campbell College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., Duke University

***PETER WISH (1977), Professor Emeritus, Department of Biology**

B.S., Campbell University; M.S., Ph.D., North Carolina State University

SYLVESTER W. WOOTEN (1977), Former Director of Continuing Education, Extension, and Summer Session

B.S., Winston-Salem State University; M.S., Virginia State College; Ed.D., University of Virginia

APPENDIX B SCHOLARSHIPS AND AWARDS

Friends, faculty, alumni, corporations, and foundations have provided funds to aid students in the pursuit of academic achievement. A wide range of endowed scholarships and other awards is available, some with specific restrictions. The Office of Financial Aid determines the recipients for general scholarships based on the Financial Aid application. The departmental scholarships may require a separate application. Contact the department or school for more information. Some scholarships and awards may not be available every year due to lack of funds.

* indicates geographically restricted scholarships

ALUMNI SPONSORED SCHOLARSHIPS	542
GENERAL SCHOLARSHIPS	543
DEPARTMENTAL SCHOLARSHIPS	
COLLEGE OF ARTS AND SCIENCES.....	554
MAYNOR HONORS COLLEGE	569
SCHOOL OF BUSINESS	569
SCHOOL OF EDUCATION	573
SCHOOL OF GRADUATE STUDIES	579
SPECIALIZED SCHOLARSHIPS.....	579
AWARDS AND GRANTS¹	
ALUMNI-SPONSORED	585
GENERAL	586
COLLEGE OF ARTS AND SCIENCES.....	587
SCHOOL OF BUSINESS	590
SCHOOL OF EDUCATION	591
SCHOOL OF GRADUATE STUDIES	591

ALUMNI SPONSORED SCHOLARSHIPS

Alumni Loyalty Fund Endowed Scholarship

The UNCP Alumni Association through its Alumni Loyalty Fund awards scholarships to qualified incoming freshmen who are the children of UNCP alumni. The scholarships are based on academic ability, demonstrated leadership, and a personal interview. Preference is given to those who are in need of financial assistance.

UNCP Alumni Soccer Endowed Scholarship

This scholarship was established to enable alumni, parents, and friends of the University to provide assistance to the sport of soccer at the University. Recipient(s) may be currently enrolled or incoming soccer player(s). Award is based on athletic ability in the sport of soccer. Recipient(s) will be bound by the stipulations of the University athletic grant-in-aid agreement. The award is renewable on an annual basis.

GENERAL SCHOLARSHIPS

Lewis M. And Louise P. Austin Endowed Memorial Scholarship

This scholarship is given in memory of the Donor's parents who valued a college education and who possessed uncompromising encouragement and support for not only their own children but others who were seeking an education. The Donor established this scholarship to give back or "pay it back" to those who encouraged and supported him during his educational journey. The education he received at Pembroke State University, due to his parents' determination, allows him today to give this scholarship in their memory.

He challenges the students who receive this scholarship to remember those people who were instrumental in their quest for an education and urges them to return the support and encouragement that helped them obtain their education at UNC Pembroke by supporting a student in the future as his parents did and as he does in their memory.

First choice for recipients of the Lewis M. and Louise P. Austin Endowed Memorial Scholarship will be residents of Marlboro County, South Carolina. There is no residency restriction, however, if no recipients can be identified from this area. There is no restriction of major, QPA, or year of study and the recipient may be of graduate or undergraduate status. The recipient shall be of demonstrated financial need and the award is renewable if funds are available.

Elsmer Ray and Edith V. Barnes Endowed Scholarship

Mr. Elsmer Ray Barnes generously provides this scholarship in loving memory of his wife and for the purpose of assisting aspiring students who demonstrate outstanding leadership potential. Based upon high school involvement and academic record, this scholarship is renewable for four years of continuous study. In order to maintain the scholarship, the recipient must be a full-time student and have a 3.0 QPA.

Erskine Bowles Endowed Scholarship

The University of North Carolina at Pembroke established this scholarship in honor of the Donor with funds contributed to the University to assist students in financial need seeking a degree at UNCP. The recipients will be selected solely on their demonstrated financial need. There is no restriction of major, QPA, year of study, status or residency.

Braves Disabled Student Enrichment Endowed Scholarship

The Donor wishes to establish this scholarship to enhance the social and educational opportunities available to disabled students attending UNC Pembroke.

The recipient will be full a time student enrolled at UNCP, either graduate or undergraduate, maintaining a minimum 2.5 QPA and with demonstrated financial need. Full time status consists of students taking a minimum of 12 semester hours or students with reduced course load approval from the Department of Social Services. There is no restriction of residency, or major. The recipient shall be classified as a sophomore through graduate student. The award will be made half in the fall and half in the spring and is renewable as long as the above criteria are met and student is in good standing with the University.

Pattie L. Brayboy Endowed Memorial Scholarship*

This scholarship was established in memory of Pattie L. Brayboy, a graduate of UNC Pembroke, class of 1967. Mrs. Brayboy was an outstanding educator and guidance counselor. She was respected by her students and peers and was dedicated to the intellectual development of her students for 21 years. The scholarship is to be awarded annually to graduating seniors from Purnell Swett High School who will be entering UNC Pembroke. The students must have an overall B average in their senior year plus a strong recommendation from the guidance counselor and principal. The recipient shall demonstrate financial need.

Charles I and Betty F. Bridger Endowed Scholarship*

This scholarship was established to provide the opportunity to attend UNCP to an individual from Bladenboro and/or Bladen County. The donors believe that education is essential and has an everlasting impact on the future.

The recipient must meet University academic standards and be in financial need. First preference is given to a freshman. The award is then renewable.

Judge Dexter Brooks Scholarship*

This scholarship was established in honor of Judge Dexter Brooks to provide financial support for low-income individuals in Robeson County who are eligible to attend The University of North Carolina at Pembroke. Eligible recipients of this scholarship must maintain a minimum 2.5 QPA and be full-time students. Awards of up to full tuition and fees, to occur half in the fall semester and half in the spring semester, will be made to undergraduate students and are renewable.

Peter Brooks Endowed Memorial Scholarship*

The Peter Brooks Endowed Memorial Scholarship was established in 1993 by family and friends as a living memorial to Peter Brooks. Peter Brooks was known in the community as a protector of freedom, a servant of the people, and a proponent of education. He was genuinely concerned about the welfare of others and encouraged continuing education. His philosophies form the hallmark of this scholarship, which is awarded to a part-time student who is working toward an advanced degree or alternate degree in a health-related area. The recipient must be an individual who lives or works in Robeson County and who demonstrates a spirit of community and civic responsibility. Awarded by HCAP. Awards are renewable.

Kathleen Price and Joseph M. Bryan Family Foundation Endowed Scholarship

Though the Bryan Family Foundation concluded their work in 2000, this endowed scholarship fund continues to provide support to disadvantaged students attending UNC Pembroke. The scholarship award is based on academic aptitude, as indicated by a sound scholastic record, and appropriately documented financial needs.

Becky B. Bullard Endowed Scholarship*

The Donor wishes to establish an award which will assert her belief in the enduring value of education, and at the same time honor the memory of her late husband, Clifford Bullard, who shared her belief in the life-affirming usefulness and worth of a college education. This endowed scholarship is meant to encourage a young man or woman who has the desire to attain an education to make that goal a reality. The donor believes that education is a means of broadening one's horizons, not only in the pursuit of a career but also in the quest for a future that is open to the many possibilities that come with a good educational foundation.

Candidates for award of this scholarship shall be full-time undergraduate students entering their freshman year of study at the University of North Carolina at Pembroke or transfer students coming to UNCP to complete their course of study. The candidate must have graduated from a high school in Anson or Union counties in North Carolina and must meet UNCP admission standards. There is no preference of subject major, and the candidate does not have to be of demonstrated financial need.

The award is renewable to the candidate for four years of study at UNCP, or, if eligibility by virtue of a 2.5 average is not maintained, can be re-awarded to a student whose high-school career was in Anson or Union counties.

Wayland H. Cato, Jr. Endowed Scholarship Fund

Scholarship awards from the Wayland H. Cato, Jr. Endowed Scholarship Fund shall be restricted to full and part-time degree-seeking undergraduate students of UNCP who have financial need (as defined below). Financial need, as defined herein, is expressly not limited to students meeting government assistance (i.e., Pell Grant) criteria. Financial need, as defined herein, shall expressly include students whose income exceeds government assistance criteria, but who can demonstrate a quantifiable need for assistance. Financial need shall be determined by UNCP by evaluating family factors (i.e., family household income, number of family members, number of family members in institutions of higher learning, and ability of the family to contribute) and other types of eligible assistance (including federal and state funds as well as other institutionally controlled scholarship funds received by the student) in relationship to the student's and the student's family's total cost for

the student to attend UNCP.

Preference for scholarship awards will be given to students who show evidence, either in the past or at the present time, of having demonstrated 1) a commitment to a strong work ethic through meaningful work experience in the public or private sector, and 2) a commitment to volunteerism through performing meaningful community service without compensation.

Caton Family Endowed Scholarship*

The scholarship is to be given annually to a student who resides in Robeson County, intends to major in education, and was a Regional Finalist for the NC Teaching Fellows Program with UNCP listed as a 1-5 choice. The hope is that one of the many students who did not receive the NC Teaching Fellows Scholarship, but who nonetheless has excellent qualifications, may have a real need for this scholarship. The donor would like the Director of Teacher Recruitment and/or Teaching Fellows Program Director to bear the following criteria in mind when selecting the recipient (though not all of these attributes need to be present in every recipient; the Director may use his or her judgment): The recipient might be the child of blue collar parents, and may not always have been an exceptional student. The recipient should be in need of financial assistance. The award may be renewed as long as the recipient continues as an education major.

Sam Cernugel Endowed Memorial Scholarship*

The scholarship was established by family and friends to honor the memory of Sam Cernugel of Fairmont. Mr. Cernugel spent much time working to improve the quality of life in and around his home in Robeson County.

The recipient of the scholarship shall be a full time undergraduate in financial need who meets all academic requirement of the University. First priority will be given to a student who is a member, or the child of a member, of the First Baptist Church, South Main Street, Fairmont. Failing a qualified candidate, the recipient will be a resident of Robeson County. The award is renewable.

Oscar and Margie Chavis Endowed Memorial Scholarship*

The Donor, a proud graduate of UNCP in 1947 and retired school teacher, has taught children who were academically capable of attending college but who could not attend due to their financial circumstances. Having been a teacher, she knows the value and importance of education as part of one's future. The Donor is proud to know that this scholarship will help countless students realize their dream of a post-secondary degree and is honored to establish this scholarship in memory of her parents who sacrificed in order that she and her siblings could obtain a college degree.

The recipients of the Oscar and Margie Chavis Endowed Memorial Scholarship shall be residents of North Carolina who are of demonstrated financial need. First preference shall be given to a member of a state- or federally-recognized American Indian tribe. Recipients must maintain a 3.0 QPA and be full-time undergraduate students in the sophomore, junior, or senior year of study. The award will occur half in the fall and half in the spring and is renewable as long as funds are available. There is no restriction of major or field of study.

Converse, Inc. Endowed Scholarship*

Endowed by Converse, Incorporated, Lumberton, NC, this scholarship is awarded annually to Robeson County Residents who consistently maintain an average of 3.0 or above. Open to all races and academic majors, the scholarship may be renewed as long as recipients make satisfactory progress toward completion of their degrees. It is understood that preference will be given to qualified students who are sons or daughters of former Converse employees and that financial need will not necessarily be a factor in the selection process.

Charles Gregory "C.G." Cummings, Jr. Endowed Memorial Scholarship

The scholarship was established in 1993 in memory of Charles Gregory "C.G." Cummings, Jr. by his family, Purnell Swett High students, faculty, and friends in his honor. "C.G." was 16 years old and a junior at Purnell Swett High. He was respected and loved by students and faculty. "C.G.'s" warm personality, caring attitude, and his involvement in church, school and community programs made a lasting impression on students, family and his many friends in the community. The

scholarship is also in memory of “C.G.’s” friend Ray Ransom.

The scholarship is open to any academic major, and awarded annually to a deserving student who demonstrates qualities of leadership, humanitarianism, and who has met academic requirements.

Jerry Daniel Scholarship*

This scholarship was established to support The University of North Carolina at Pembroke and honor Jerry Daniel, a UNCP graduate in the class of 1968 and long-time coach at West Montgomery High School. The award will support a West Montgomery High School student entering his or her freshman year of study as a full-time undergraduate student. If a freshman cannot be identified, it will be renewed to a previous recipient.

The Danford, Sr., and Reece Graham Dial Family Endowed International Scholarship*

The Donors wish to honor the memory of their parents/grandparents, Mr. Danford Dial, Sr., and Mrs. Reece Graham Dial, who were dedicated to their family, to education, and to the community. Mr. and Mrs. Dial believed strongly in the value of an education, so much that Mr. Dial led the drive to save UNCP’s historic landmark Old Main building from destruction. They also had strong faith, attended church without fail throughout their lives, and believed in teaching these values to their children.

Through this scholarship, the Dial children and grandchildren wish to provide the opportunity for an education to students from around the world. The recipient will be an international student. Failing a qualified international candidate, consideration will be given to Native American students from Robeson County, North Carolina. Criteria for award include consideration of financial need and scholastic achievement. A minimum University QPA is required. Students may be either part-time or full-time, undergraduate or graduate. It is preferred but not required that the recipient be a freshman with renewal of the scholarship each year provided all criteria are met. There is no required field of study with this scholarship. One award, not to exceed \$500.00, will be made half in the fall and half in the spring. The number and amount of awards will increase incrementally with the endowment. The Financial Aid Office will screen and select recipients. The Donors may recommend or refer candidates from time to time but will not be involved in the selection process or decision.

Ruby Carter Dial Endowed Memorial Scholarship*

The Donors wish to recognize distinguished service to education as a teacher, administrator, counselor and mentor to young people. Candidates for award of this scholarship shall be residents of Robeson County, the state of North Carolina, who are either full-or-part time undergraduate students in their junior year of study, and maintaining a 3.0 QPA at The University of North Carolina at Pembroke. The \$500.00 annual award is merit based; candidates do not have to be of financial need. First preference will be given to a resident of Robeson County who is a member of a state- or federally-recognized American Indian tribe and enrolled in the teacher certification program, not receiving other financial aid, with demonstrated community service, involvement and experience in American Indian Youth programs and activities. The award will be made half in the fall and half in the spring and the award shall not exceed \$500 per year. The award will be renewable if funds are available.

Alfred R. and Francine A. Dunlavy Endowed Scholarship

The Donor wishes to recognize her parents, Alfred R. and Francine A. Dunlavy, whose encouragement and example had a profound influence on the donor’s life. Mrs. Dunlavy was a first-generation college student, the daughter of Sicilian immigrants; she was recipient of a full scholarship to Barnard College, as well as scholarships to the University of Madrid and the Sorbonne in Paris. She was grateful all her life for these educational opportunities. She was a New York City school teacher of Spanish and French, and she worked tirelessly with non-profit organizations to establish and protect human rights in Latin America. Mr. Dunlavy was a very successful businessman in the hearing aid field; he held four patents on hearing aids that were designed to amplify only high tone hearing losses. Despite his successes, he always regretted never having had the opportunity to attend college.

The recipient of the Alfred R. and Francine A. Dunlavy Endowed Scholarship will be a first-generation college student and have and maintain a minimum of 3.0 QPA. Incoming freshmen as well as current students will be eligible. The award is renewable.

Paul R. And Lee Givens Endowed Scholarship

Established by Paul and Lee Givens, this scholarship is awarded annually to an academically gifted student. The scholarship may be renewed as long as the recipient maintains a 3.0 QPA or better. The decision regarding renewal will be made annually.

Dr. Paul R. Givens holds the position of Chancellor Emeritus, having served as Chancellor from 1979-1989 at UNC Pembroke.

Linda Gail Hammond Endowed Memorial Scholarship*

This scholarship was established in 2001 to honor the memory of Linda Gail Hammond and to provide financial support for low-income individuals in Robeson County, NC who are eligible to attend the University. First consideration for award will be given to members of the Lumbee Native American Tribe who are residents of Robeson County, North Carolina. Second consideration will be given to other members of the Lumbee Native American Tribe. Third consideration will be given to other residents of Robeson County, NC. Recipients must maintain a minimum of 2.5 QPA, be full time students and demonstrate financial need. The awards will occur half in the fall semester and half in the spring semester; will be made to students in the freshman year of study; and, are renewable.

Allison P. Harrington Endowed Scholarship* (Not to be awarded until Fall 2014)

The Donor wishes to make a major contribution to students at The University of North Carolina at Pembroke by establishing an endowed scholarship that will provide an award to one student per year. This scholarship is being established because of the Donor's strong belief in education.

The recipient of this scholarship will be a resident of Robeson or Brunswick Counties and a full-time undergraduate student with a 3.0 QPA at The University of North Carolina at Pembroke. The recipient can be in any year of study, and there is no preference to subject major. Financial need is not considered. The award is renewable as long as funds are available and the recipient continues to meet the criteria as established. The award is given annually.

Mary Ann Hubbard Endowed Scholarship

This scholarship is given by James and Ellen Hubbard in memory of their daughter, Mary Ann Hubbard, who met a tragic death during her senior year in college. It is given in appreciation for her African-American roommate who meant so much to her during her illness. The scholarship is awarded annually to an educationally challenged student. The recipient must meet current academic requirements and be in financial need. It is renewable. This scholarship is designed to encourage academic perseverance.

Jeriad Paul Jacobs Endowed Memorial Scholarship*

The Donors wish to honor the memory of their son by establishing the Jeriad Paul Jacobs Endowed Memorial Scholarship. Jeriad was a brave, modern-day Indian warrior who died in Iraq while serving his country as a member of the US Marine Corps. He possessed a number of passions, two of which were his family and his American Indian heritage. Jeriad was a poet who, in his brief 19 years, wrote numerous poems that expressed yet another true passion—life. Even though he loved his “Indian people,” Jeriad also believed in loving and helping all people.

Candidates for award of this scholarship shall be members of a state- or federally-recognized American Indian tribe and residents of Robeson County, North Carolina. Candidates must show demonstrated financial need and must be full-time undergraduate students in any year of study and maintaining at least the minimum university standard QPA. There is no restriction to major or field of study.

Herman and Louise M. Jenkins Endowed Memorial Scholarship*

This scholarship was established by the family as a living memorial in honor of Herman and Louise M. Jenkins who were life-long residents of Richmond County, NC. It is designed to help students who are in need of financial assistance to continue their education at UNC Pembroke. First preference will be given to students from Richmond County who are planning to teach in Richmond County. Students must demonstrate that they are deserving of this award on the basis of achievement, motivation, and hard work.

The Jump Start Endowed Scholarship Fund

The Donor wishes to establish a scholarship designed for any student with a strong desire for an education and of financial need. The Jump Start Endowed Scholarship Fund is designed for persons who have a strong desire for a college education and want to give it a try. The Donor believes that often average students, who have the desire to work hard, are deserving of aid even though they may not be the most academically talented of students. Therefore the recipient(s) shall be undergraduate students who meet or exceed minimum University standards. The candidate may be a recent high school graduate or may have been out in the working world for several years. The high school record is not the basis for this scholarship (as long as the applicants have the minimum requirements for UNCP admission); it is based on motivation. The award is available to students for any year of study and any major. The scholarship application must contain a letter expressing the applicant's desire for a college degree with the reasoning for this realization. The scholarship award shall equal tuition and fees for one semester to one student initially. If the candidate succeeds and motivation continues, the scholarship is renewed each semester as long as there are sufficient available funds.

David K. and Elizabeth H. Kuo Scholarship

The Kuo family and their friends wish to honor the memories of Dr. David K. Kuo and Dr. Elizabeth H. Kuo by establishing this scholarship. Dr. David Kuo was a professor of Biology, and Dr. Elizabeth Kuo was a professor of Geography. Together, they served The University of North Carolina at Pembroke for a combined total of 59 dedicated years. Throughout their lifetimes, Drs. David and Elizabeth Kuo enriched and inspired the lives of numerous students, fellow faculty members, and the staff at UNC Pembroke.

Eligible recipients of this scholarship are full-time undergraduate students in any year of study. Financial need or specific major are not considerations for this honor. The award is renewable contingent upon sufficient funds being available.

Lance Foundation Endowed Scholarship*

The Lance Foundation scholarship fund was established in support of disadvantaged students attending UNC Pembroke. This scholarship is open to students from the Charlotte/Mecklenburg County area. It is based on academic aptitude as indicated by a sound academic record and financial need.

Faye Nye Lewis Endowed Scholarship

The scholarship, generously supported by Ms. Lewis, is awarded annually to a sophomore ROTC candidate who has completed his or her freshman year as a Reserve Officers Training Corps (ROTC) student. It is to provide funds for the student's sophomore year as an ROTC cadet and is based on his/her overall achievement.

John Winston and Addie Mae Locklear Memorial Endowed Scholarship*

The scholarship was established by loving family members in memory of John Winston and Addie Mae Locklear, parents who believed in the value of education. It is available to all majors with a 3.0 QPA or better. The recipient must be a North Carolina resident and a full time student. The award is renewable annually.

Stacy Ryan Locklear Air Force ROTC Endowed Scholarship Fund*

The Donors wish to establish a scholarship to honor the memory of Stacy Ryan Locklear, who profoundly impacted the lives of his father, family, and friends. Ryan was a vibrant 3-year-old who passed away unexpectedly on July 25, 2004. He was proud of his dad, who was commissioned an Air Force officer in 1989 through the UNCP Air Force ROTC Program.

The Air Force ROTC (AFROTC) curriculum teaches leadership, follower-ship, communication skills, management, and a myriad of other essential skills and is designed to prepare students to assume positions of increasing responsibility in the modern Air Force.

Candidate for award of this scholarship shall be a member of a state- or federally-recognized American Indian tribe and a resident of Robeson County. The candidate shall be a full-time, undergraduate student in the junior or senior year of study participating in the Air Force ROTC

Program at The University of North Carolina at Pembroke. The candidate shall maintain a 3.0 QPA and must be of demonstrated financial need.

Dennis Lowery and Family Endowed Scholarship*

The Donor wishes to replace a previously non-endowed scholarship, established in March 2001, with an endowed scholarship in order to provide assistance to local students in higher education in perpetuity; therefore, the Donor has re-established the Dennis Lowery and Family Scholarship as the Dennis Lowery and Family Endowed Scholarship.

Candidates for award of this scholarship shall be Native American residents of Robeson County, NC, from the Pembroke, Prospect, or Magnolia communities. Candidates will be selected based upon financial need. The candidate will be a full-time student in the junior or senior year of study, with no restriction of major and maintaining a 2.5 QPA. Awards will be renewable if funds are available.

Sarah Locklear Lowery Endowed Scholarship

The Donors wish to recognize Mrs. Sarah Locklear Lowery by honoring her life as a long-time educator and one of the first 500 graduates of Pembroke State College (now UNC-Pembroke). Mrs. Lowery was an elementary school teacher for over 32 years; 28 years with the Public Schools of Robeson County in North Carolina and 4 years with the Baltimore County Schools in Maryland. She is a member of Prospect United Methodist Church and has been active in community service projects all her life.

The recipients will be either full or part-time undergraduate students maintaining a 3.0 University QPA standard. There is no restriction of residency, major, or year of study. The award is non-renewable and is based on demonstrated financial need.

Zeb Lowery Endowed Scholarship

This scholarship was established by Dennis Lowry in 1999 in memory of his father Zeb Lowry. The recipient of the scholarship shall be a full-time student. The recipient must maintain at least a 2.5 QPA to receive and renew the award. The scholarship is based on financial need.

Burleigh and Pearlie Lowry Endowed Memorial Scholarship

The Donors wish to memorialize their parents' love, dedication and faithfulness to Harper's Ferry Church, and their realization for the opportunities that are provided through educational pursuits, by establishing the Burleigh and Pearlie Lowry Endowed Memorial Scholarship.

The recipients of the Burleigh and Pearlie Lowry Endowed Memorial Scholarship shall be selected on the basis of the following priorities: (1) first- demonstrated financial need; (2) second - a membership or family membership in Harper's Ferry Baptist church; and, (3) third - first preference given to a resident of Robeson County, North Carolina.

Reba M. Lowry Endowed Scholarship

Established by Ira Pate Lowry in memory of his wife, Mrs. Reba M. Lowry, who served UNC Pembroke for many years as Dean of Women and Chairman of the Department of Foreign Languages, this scholarship is awarded annually to a student based on scholarship and need.

Dr. Gerald Dean Maynor Endowed Memorial Scholarship*

This scholarship was established by the family of Dr. Gerald Dean Maynor, former Chair of the Education Department of UNCP, in honor of his belief in the importance of education and his desire to help others succeed. The recipient of the scholarship will be a resident of Robeson County and a graduate of Purnell Swett High School. The recipient will be a full time undergraduate student with a minimum 3.0 QPA. The award is renewable.

Maria Frances Johnson McCrimmon Memorial Endowed Scholarship*

The scholarship was established in memory and honor of Maria Frances Johnson McCrimmon, an alumna of UNCP, by her husband John H. McCrimmon, Sr. First preference for recipient(s) of the scholarship shall go to students from Bladen County, North Carolina. Failing qualified or sufficient numbers of applicants, next preference is to students from North Carolina, the United States and, finally, anywhere worldwide. The award is available to students of any year of study and is renewable.

John Foy McMillan Endowed Scholarship*

The Donor wishes to honor the memory of her younger brother by establishing this scholarship. John, whose life was tragically taken in an automobile accident on Valentine's Day 2009, was a man of strong moral character. Raised by his mother and three siblings, John possessed a strong work ethic. After the military, he worked to put himself through college, graduated with a bachelor's degree from UNCP, became an employee of the University and later earned a Master's degree. John had a humble spirit, never speaking a harmful word to anyone, and went out of his way to help a colleague. He was polite, sincere, honest, positive and a proud UNCP employee. As Director of New Student and Family Orientation at UNCP John helped new students transition into university life by assisting with student placement testing, advising, registration and orientation. John loved his dogs. He was a member of Masonic Lodge 501 and First Baptist Church in Red Springs. Through this scholarship, John's legacy will continue to live within us and throughout the halls of UNCP; and, numerous students will receive funding that will help them obtain their dream of a college degree.

The recipient of the John Foy McMillan Endowed Memorial Scholarship shall be a lifelong resident of Robeson County, of part-time status, and maintaining a 3.0 QPA. There is no restriction of major or year of study. The recipient shall have been raised in a one-parent household and be of demonstrated financial need. This scholarship is renewable as long as funds are available.

Zula Lee and Thomas C. McRae Endowed Memorial Scholarship*

The scholarship was bequeathed to UNC Pembroke by Mr. McRae in memory of himself and his wife, Zula Lee McRae. The scholarship is awarded annually to an economically disadvantaged African-American student, with priority given to a resident of Robeson County.

Allen and Barbara Meadors Endowed Scholarship*

The scholarship is available to freshmen entering the university with a 3.5 or better high school grade point. The recipient must be a resident of Pembroke or Robeson County, North Carolina. Recipient must maintain a minimum 3.0 QPA for the award to be renewable.

Velva Dean Morgan Endowed Memorial Scholarship*

The Donor wishes to recognize her deceased sister, Velva, by establishing this scholarship in her memory: "She was a wonderful sister and I want her name to be remembered for many years to come."

Velva felt that her education was one of her greatest achievements and was very proud of this accomplishment. She was very meek when she first enrolled in college. Finding money to attend college was hard to do in the 60's. Velva struggled with money for her education and didn't know, from year to year, if she would be able to afford to continue. Student loans and other means of financial support were virtually non-existent. Velva did graduate from Pembroke State College in 1967, was successful in her life, and never forgot her humble beginnings.

Velva would want to help students who are having the same monetary struggles she had; someone who would not be able to attend college without the help of her scholarship. This scholarship was one of the things she requested to be established through her estate. Velva wanted a recipient who is eager to achieve and succeed, who works hard, and who has high standards.

The recipient of this scholarship shall be a resident of North Carolina and a full-time student maintaining a minimum of 3.0 QPA. This scholarship is based on proven financial need and is renewable as long as the recipient continues to satisfy the criteria set forth in this agreement. There is no restriction of major or year of study.

North Carolina Native American Endowed Scholarship*

This scholarship was established in 2000 by a gift from UNCP alumnus Christopher Kirks and funded by individuals and corporate donors to provide financial assistance to members of North Carolina Native American tribes who may otherwise not be afforded an education. Criteria for award of these scholarships include: that the recipient(s) be of NC Native American ancestry with distribution equally among all NC (recognized) Indian tribes represented. The recipient(s) must be full time undergraduate students with a minimum QPA and a demonstrated financial need. There is no preference regarding subject major or year of study.

Earl Hughes Oxendine Endowed Memorial Scholarship*

The Earl Hughes Oxendine Endowed Memorial Scholarship was established in 1991 by family and friends to honor this long-time educator who graduated from UNC Pembroke in 1957. Awards will be made to deserving students from the region who demonstrate qualities of leadership, service, and integrity. Recipients must receive the recommendation of their high school advisor or principal. Awards will normally be renewed to the recipient as long as h/she remains in good standing at the University. Decisions for renewal will be made annually.

The Mr. and Mrs. Jesse Edward Oxendine Endowed Scholarship

The Donors wish to assist students who are interested in pursuing a medical career, with preference in the area of pre-Pharmacy. Candidate selection shall be based upon: full-time enrollment; either undergraduate or graduate status; pursuing a medical career (pre-Pharmacy preference); adherence to a 2.5 QPA; and financial need. Should there be two candidates of equal qualifications, first preference shall be granted to a Native American. There is no preference of residency or year of study. The scholarship shall be renewable.

Louis and Millie Oxendine Endowed Scholarship*

The scholarship was established by Louis S. Oxendine because of his belief in the importance of education and the desire to assist a student at UNCP. The recipient must be a resident of North Carolina and an undergraduate. Initial award will be to a student with a 3.0 QPA and with financial need. First preference is given to a freshman. The award is renewable as long as the student maintains an academic average of 2.5 QPA after the junior year.

David D. Parke Endowed Scholarship*

This scholarship was established in memory of David D. Parke. Mr. Parke was a pre-med student at Washington University in St. Louis, Missouri, when he was drafted into the service during the Korean War; he was listed as Missing in Action in 1952. North Carolina residents or military-affiliated students enrolled in their junior or senior year of study with the intention of pursuing a health career are eligible to receive this renewable award. Recipients must maintain a minimum of 3.3 to 3.5 QPA and be full-time undergraduate students. The applications will be promoted through the HCAP program prior to being screened through the Financial Aid Office.

Pembroke Business and Professional Women's Organization Career Advancement Endowed Scholarship

The Donor wishes to provide financial assistance to a mature woman who needs further education to obtain a promotion, to change to a more promising career field, or to return to the job market.

The recipients of the Pembroke Business and Professional Women's Organization Career Advancement Endowed Scholarship will be residents of Robeson County, NC, with a demonstrated financial need and a major in any field of study, with first preference to Native American students. Recipients must maintain a minimum University QPA, be in their junior year, and be full-time undergraduate students. The award of \$500.00 will occur half in the fall and half in the spring and is renewable.

Pembroke High School Class of 1961 Endowed Scholarship* (Not to be awarded until Fall 2014)

This scholarship is established by class members and friends as a legacy to honor the memory of class members and the high school that was established for Indian students in Pembroke, North Carolina, in 1924. Students were housed in the Indian Normal School, a state owned building. A new building was completed and dedicated in 1939. The completion of Pembroke High School enabled the Indian Normal School to separate its secondary and college branches. Pembroke High School launched its twenty-nine year journey with a faculty of eight and 229 students in grades eight through eleven. The intent of this scholarship is to establish an award which will affirm and promote the belief in the enduring value of education and to commemorate the memory and legacy of the Pembroke High School Class of 1961.

This endowed scholarship is meant to encourage and inspire recipients to recognize the relevance

and the importance of the contributions of Pembroke High School graduates to this country and the belief that education is a means of broadening horizons, pursuing a meaningful career, and advancing the quest to serve all humanity.

Candidates for this scholarship shall be graduates of Purnell Swett High School pursuing an undergraduate degree at The University of North Carolina at Pembroke; must have a GPA of 3.0 and maintain a 3.0 GPA as a junior and senior; and must demonstrate financial need. Recipients shall be enrolled members of a state- or federally-recognized Indian tribe. Recipients must have residential status from Robeson County. If there should be no qualified American Indian candidates, the scholarship would not be awarded.

Julian T. Pierce Endowed Memorial Scholarship*

This scholarship was established by the trustees of the Julian T. Pierce Memorial Fund for the purpose of creating a living memorial to Julian T. Pierce. Mr. Pierce, a Lumbee Indian, was a humanitarian with great courage and foresight who demonstrated his concern for the poor and the underprivileged in Robeson County, NC.

The scholarship is to be awarded annually to a resident(s) of Robeson County, who is/are in financial need, and has/have demonstrated scholastic and leadership abilities. The scholarship provides the student(s) with full tuition for an academic year. It will normally be renewed each academic year providing the recipient(s) maintain a 3.0 QPA or better.

Gilbert D. Prevatte Endowed Memorial Scholarship*

The donors wish to honor the memory of Mr. Tony Prevatte's brother, Gilbert D. Prevatte, a 1979 UNCP graduate. Eligible candidates are residents of Robeson County, NC, enrolled as full-time undergraduate students in any year of study. The recipient must maintain a 3.0 QPA and may major in any area of study. The amount of this scholarship will be awarded in two allotments: half in the fall semester and the remaining half in the spring semester. The award will be renewable if funds are available.

The Percy Richardson Endowed Memorial Scholarship

The Donors wish to assist in providing educational opportunities to Native American college students at The University of North Carolina at Pembroke, an accredited four-year University. Candidate selections shall be based upon the following criteria: (1) first preference shall be to Native Americans who are affiliated with a State Recognized Tribe or Terminated Tribe (as evidenced by proof of Tribal enrollment) situated on the East Coast as far west as the Ohio state line, second preference shall be to Federally recognized Native Americans, and last option would be to other students seeking to secure a degree with emphasis on American Indian Studies; (2) no subject major preference unless the scholarship is not awarded to a Native American, in which case, the recipient would have to be seeking a degree with emphasis on American Indian Studies; (3) a minimum University standard QPA; (4) no preference to year of study and is renewable for three additional years (total of four years); and, (5) full-time undergraduate status. Applicant must carry at least 12-16 credits, depending upon the University's requirements for full-time status. If a freshman, the recipient is required to utilize the scholarship within nine months after high school graduation. If the recipient experiences a medical or family hardship and withdraws from school, the recipient is required to return to school within one year in order to retain the scholarship.

Saint Albans Masonic Endowed Scholarship*

The members of the Lumberton St. Albans Masonic Lodge established this scholarship to help deserving youth in Robeson County, North Carolina receive a quality education. Criteria for award of these scholarships include residency in Robeson County, North Carolina and a minimum University standard QPA. The recipient(s) shall demonstrate financial need, be in their freshman year of study and be registered as a full time student. Two scholarships will be awarded with award occurring half in the fall and half in the spring. The scholarship is not renewable.

Oscar R. Sampson Endowed Scholarship

Established by the family and friends of Oscar R. And Susie J. Sampson, this award is to be

presented annually to a Native American student who has met all admission requirements to enroll, or who is currently enrolled at UNC Pembroke. The recipient must possess those qualities of integrity, leadership, scholarship, and service that Mr. Oscar R. Sampson held so dear. The recipient must be in need of financial assistance. The award will cover tuition and fees for the academic year.

R.E. Smith, Jr., and Cora T.Y. Smith Endowed Scholarship

This scholarship has been designated for an academically talented Native American student demonstrating financial need. Funded by the S.C. Dames of the XVII Century, this scholarship was established in memory of R.E. Smith, Jr., and Cora T.Y. Smith. Mrs. Smith was a former member of many genealogical societies. She was well loved and respected by all who knew her.

Staff Council Scholarship

Established to honor the staff and family members of UNCP staff, candidates for this award are full-time staff members (who have successfully completed probation) or the child or spouse of such a staff member. High school graduates applying must have a 2.0 GPA.

Student Book Scholarship

This scholarship was established by donors who observed that students struggling to pay tuition and fees may be unable to afford their textbooks. Any student may apply for this annual scholarship through the Financial Aid Office.

Earl A. And Ophelia Thomas Endowed Scholarship

Earl A. Thomas graduated from Pembroke Indian Normal School (the predecessor to today's UNCP) in 1934 while his wife Ophelia Thomas graduated in 1933. Named in their memory, this scholarship is awarded annually to two academically talented Native Americans, first preference to one male and one female, who demonstrate a need for financial assistance. Recipients must maintain a minimum 3.0 QPA and is renewable.

UNCP 50th Class Reunion Gold Endowed Scholarship

On behalf of the UNCP alumni, the Donor wishes to establish an endowed fund into which all 50th Class Reunion participants, and their friends or family, can make contributions during their respective homecoming years. The Class of 1956 shall be the first 50th Reunion Class to contribute to this fund and shall therefore be credited with establishing this endowment in conjunction with the Office of Alumni Relations.

Candidates for award of this scholarship shall be either full-time or part-time, graduate or undergraduate students in any year of study, in any field or major and maintaining at least the minimum university standard QPA at The University of North Carolina at Pembroke. First consideration shall be given to candidates of demonstrated financial need who are not receiving federal grant assistance. There is no restriction of residency.

UNCP Friends of the Library Generalist Endowed Scholarship

The Donor wishes to establish the UNCP Friends of the Library Generalist Endowed Scholarship, an endowed fund, to assist at least one undergraduate student per year at UNCP, depending upon fund availability. The purpose of this fund is to provide financial assistance to an undergraduate student who is not the recipient of a merit scholarship.

Candidates for consideration of this award shall be full-time undergraduate students in the sophomore, junior, or senior year of study at UNCP meeting a 3.0 minimum QPA standard restriction. Candidates may be pursuing a degree in any major. Candidates do not have to demonstrate financial need, and the award is renewable, but candidates must reapply each semester.

When awarded, the award shall be \$500.00 per student per award and shall be credited to the recipient's account.

This scholarship is awarded annually. The deadline for scholarship applications is March 1. The applications are evaluated based on a point system established by the Board of Directors of the Friends of the Library and are judged by three members of that body and approved by the entire Board. Winners are announced and introduced at the annual benefit evening of the Friends of the Library, held during National Library Week in April. (addition)

Dr. Sylvester Wooten Omega Psi Phi Scholarship

The Donors wish to: honor Dr. Sylvester Wooten by establishing this scholarship in his name and provide financial assistance to members of Omega Psi Phi enrolled at The University of North Carolina at Pembroke.

The recipients of the Dr. Sylvester Wooten Omega Psi Phi Scholarship shall be XM members of Omega Psi Phi. If no recipient is identified within the organization for a given academic year, the award will be held until an academic year in which a recipient can be identified within Omega Psi Phi. The recipients must maintain a minimum 2.5 QPA and be of demonstrated financial need. There is no restriction of residency, major, year of study, or student status. The award is renewable if a new recipient cannot be identified.

COLLEGE OF ARTS AND SCIENCES

Cherry Laurel Endowed Scholarship

The Donors wish to recognize students who persevere, overcoming one or more significant personal obstacles during their first two years at UNCP. Inductees will not only receive scholarships, UNCP apparel, and recognition at the annual awards ceremony sponsored by the College of Arts and Sciences; they will also have the opportunity to advise the UNCP administration on matters related to student success and mentor other UNCP students faced with obstacles.

Each recipient will be a full-time student in his or her sophomore or junior year and must maintain a minimum of a 2.0 GPA. There is no restriction of residency, and financial need is not a consideration. The scholarship is renewable until the recipient's fourth year of enrollment at UNCP as long as the recipient continues to meet the aforementioned criteria.

DEPARTMENTAL SCHOLARSHIPS

DEPARTMENT OF AMERICAN INDIAN STUDIES

Adolph L. Dial Endowed Scholarship

This scholarship was established by Dr. Adolph Dial, the first chairman of the American Indian Studies Department at UNC Pembroke. The award is made annually to a student majoring in American Indian Studies.

Jane C. Oxendine Endowed Scholarship

The Jane Oxendine scholarship was established by the Pembroke Chapter of the UNCP Alumni Association in recognition of Mrs. Oxendine's dedication to the preservation of the American Indian culture. The recipient must have a major or minor in American Indian Studies. The recipient shall be enrolled in good standing at the University and be in need of financial assistance. The recipient must be actively involved in cultural activities on and off campus.

Thomas Oxendine Endowed Scholarship

The Thomas Oxendine Endowed Scholarship is established by family and friends to honor his distinguished military service and life contributions to American Indian people. The family's intent is to establish an award which will affirm and promote their belief in the enduring value of education with an appreciation for the academic discipline of American Indian Studies. The donor will commemorate the memory and legacy of the late Thomas Oxendine, who was the nation's first American Indian Navy fighter pilot. Thomas, a highly decorated officer who fought in WWII and in the Korean and Vietnam Wars served his country with distinction. This endowed scholarship is meant to encourage and inspire recipients to recognize the importance and relativity of American Indian's contribution to this country. The donor believes that education is a means of broadening one's horizons, not only in the pursuit of a career but also in the quest to serve all humanity.

Candidates qualified for this scholarship award shall be an American Indian Studies major pursuing an undergraduate degree at the University of North Carolina at Pembroke. Recipients are required to maintain a 3.0 GPA and must be a sophomore or above in order to qualify for the

scholarship. The Department Chair shall establish a committee to determine the recipient that is most deserving based on the criteria stipulated. The award will be made annually.

William Lonnie Revels, Sr. Memorial Scholarship*

The Donor wishes to establish this scholarship—a tribute to her husband’s lifelong commitment to education, entrepreneurship, and his American Indian heritage—to encourage and financially assist young American Indian students pursuing an education at UNC Pembroke.

The recipients of the William Lonnie Revels, Sr., Memorial Scholarship shall be native residents of North Carolina majoring in American Indian Studies, Education, or Business at UNCP. The awards should rotate within these majors—the first year awarded to an American Indian Studies major, the second year to an Education major, the third year to a Business major with a Concentration in Entrepreneurship, etc. Recipients must maintain a 2.5 QPA and be full-time undergraduate students in any year of study. The award will be made to an American Indian student of demonstrated financial need in the fall and is non-renewable.

Jim Thorpe Scholarship

This scholarship was established by UNCP professor and Thorpe scholar Dr. Robert Reising to reward a deserving student as well as to honor “the Greatest Athlete in the World.” Jim Thorpe, a Sac and Fox Indian, Olympic and professional athlete, was a one-time resident of North Carolina. Criteria for award of this scholarship include a demonstrated financial need, full-time undergraduate student status, and, preferably, majoring in American Indian Studies. One scholarship will be awarded in the fall of the year. The scholarship is renewable.

DEPARTMENT OF ART

Gene Locklear Endowed Scholarship in Art

This scholarship was established by friends of Gene Locklear, a Pembroke native, former professional baseball player and renowned artist. Mr. Locklear’s paintings, primarily depicting Native Americans, have owners worldwide and include the governor of North Carolina and baseball legend Pete Rose. One of Mr. Locklear’s paintings was even selected to hang in the White House.

This scholarship is awarded annually to an Art major. The recipient is selected on the basis of artistic ability and/or need.

Laura Faye Lowry Locklear Scholarship in Art Education (not to be awarded until Fall 2012)

Mr. Harold B. Locklear wishes to honor his deceased wife, and the mother of his children, by establishing a scholarship in her name. Laura Faye was an educator with the Public Schools of Robeson County before sickness required her to leave the classroom on medical disability. Mr. Locklear also taught in the public school after four years in the Marines and after retiring as a Master Sergeant from the North Carolina Air National Guard.

The Donor wants to give a deserving and qualified student the opportunity to attend school by providing financial assistance. Mr. Locklear remembers the hardships he endured while working toward a post-secondary degree and wants to help lighten the burden for someone else.

The recipient of the Laura Faye Lowry Locklear Scholarship in Art Education will be either a full-time or part-time undergraduate student in the junior or senior year of study working toward a degree in Art Education. Recipients shall be natives of the Prospect Community in Robeson County and be willing to remain and work at Prospect Elementary School if the opportunity presents itself. The award is based on demonstrated financial need and is renewable as long as the recipient maintains the minimum University QPA standard.

Magenta Maynor Endowed Scholarship in Art*

Established in 2000 by her daughter, Dr. Jayne P. Maynor, this scholarship honors the memory of Magenta J. Maynor, a member of the UNCP class of 1949 who loved sharing the joy, beauty and enrichment of art with her students. The recipients of this scholarship will be residents of North Carolina with a major in art. Recipients must maintain a minimum of 2.5 QPA and be full time students. The two awards will occur half in the fall semester and half in the spring semester, can be made to students in any year of study and are renewable.

Paul Van Zandt Endowed Scholarship in Art

The Donors wish to honor Professor Paul Van Zandt, former Chair of the Department of Art, by providing a scholarship that will assist students in the achievement of their educational goals. Professor Paul Van Zandt was an esteemed artist and faculty member at The University of North Carolina at Pembroke for 35 years until his retirement in 2005. At the time of his retirement, Van Zandt had established his legacy as a teacher, mentor, sculptor and potter. For these reasons, and to thank him for his service, this scholarship has been established to promote education among students majoring in Studio Art.

Candidate for award of this scholarship shall be a full-time undergraduate student, in the sophomore, junior or senior year of study at The University of North Carolina at Pembroke declaring an Art Studio major. This candidate shall maintain a minimum 3.0 QPA. There is no restriction of residency and financial need should not be a consideration. The Department of Art Selection Committee reserves the right to renew this award to a previously qualified recipient.

DEPARTMENT OF BIOLOGY

Dr. Robert F. Britt Endowed Memorial Scholarship

The Robert F. Britt scholarship was established by family, students, and friends to honor the memory of long-time faculty member and Biology Department Chairman, Dr. Robert F. Britt. The scholarship is awarded annually to a Biology major who has shown interest in the Plant Sciences.

Ben Chavis, Grandmother Lela Locklear-Chavis, and Great-Great Grandfather John Archie Locklear/ Friends of the Library Endowed Scholarship

The Donor's intent is to establish an award in honor of Ben Chavis, his grandmother, Lela Locklear-Chavis, great-great grand-father John Archie Locklear and ancestors, for their outstanding service and contribution to provide educational opportunities for young people. This award is established to affirm and promote their belief in the enduring value of education and in the importance of applying oneself in order to achieve success. This endowed scholarship is meant to encourage and inspire recipients to perform at an optimal level of excellence and to provide financial support as they pursue their field of study. The Donor believes that education is a means of broadening one's horizons, not only in the pursuit of a career but also in the quest for a future that is open to the many possibilities that come with a strong educational foundation.

Candidates qualified for this scholarship shall major in math or a science related field of study, pursuing an undergraduate degree at The University of North Carolina at Pembroke. The Donor prefers that financial need is demonstrated; however, the Friends of the Library may use its discretion to determine the recipient which is most deserving. One award will be made annually.

GlaxoSmithKline, Inc. Women in Science Endowed Scholarship

The purpose of the GlaxoSmithKline, Inc. Women in Science Scholars Endowed Scholarship is to recognize outstanding scholarship, to provide an incentive for women science students to enter the science profession, and to provide students with a woman scientist mentor at GlaxoSmithKline, Inc. Students must have a GPA of 3.0 or better. Students' QPA must remain at 3.0 or better to be eligible to continue to receive the award.

James Porter Mathematics and Environmental Sciences Endowed Scholarship

The Donor wishes to recognize her father, whose guidance and example made a profound difference in the course her life has taken. James Porter's belief in the power of education influenced his daughter's decision to pursue advanced degrees, and ultimately played a huge role in her success. Equally important was this father's impact on the way his daughter attempts to live her life: with spirit, passion, perspective, and a love of God, life, family, and community.

The recipients of this scholarship will be students who have declared a major in mathematics, computer science, environmental science, the life sciences, or other related disciplines as they may be established at UNCP; maintain a minimum of 2.5 GPA; have demonstrated financial need; a preference should be shown for Native American students. The award is renewable.

Jepty Patrick Strickland Endowed Scholarship*

Ken Strickland, a businessman living in Mclean, VA, a native of Robeson County, and a graduate of Prospect High School class of 1959, wanted to provide an educational opportunity to UNCP students while honoring his father, Jepty Strickland. Therefore, he established the Jepty Patrick Strickland Endowed Scholarship.

His father, a Lumbee Indian, was a farmer in Robeson County and a lifelong member of St. Anna Church, believing strongly in the importance of religion in everyday life and in providing service to his community and fellowman. Mr. Jepty was committed to education for his children and worked diligently to provide guidance to his family towards that end.

Awards from this scholarship shall provide tuition assistance to candidates in their junior or senior year of study who are seeking a degree in: (1) teacher education; (2) Business; or (3) Science at UNC Pembroke. Through the year 2020, first preference shall be given to a candidate from a state- or federally-recognized American Indian tribe. However, in the absence of a qualified American Indian candidate, the scholarship shall have no racial or ethnic preferences. After 2020, this scholarship is open and available to all races, creeds and nationalities. The recipient must show promise, be of demonstrated financial need, and be a native or current resident of Robeson County. The recipient must maintain a minimum 3.25 QPA to be eligible for the scholarship. The scholarship is renewable as long as the requirements continue to be met.

Trinity Urgent Care and Family Practice Endowed Scholarship* (Not to be awarded until Fall 2015)

The Donor's intent is to establish a scholarship that will affirm and promote her belief in the enduring value of education in the field of Nursing and the sciences. The donor will commemorate the memory and legacy of her late mother, Viola Bullard Parsons, whose influence and encouragement inspired the Donor to pursue her dreams and aspirations.

This scholarship is meant to encourage and inspire recipients to recognize the importance and relativity of serving humanity through the field of medicine and/or healthcare clinical services. The funding is given in the hopes that recipients will continue in the quest of lifelong learning in this field of study and to provide financial support as they pursue their vocation and training. The Donor believes that education is a means of broadening one's horizons, not only in the pursuit of a career; but also in the quest for a future that is open to the many possibilities that come with a good educational foundation.

Candidates for this scholarship shall be members of a state- or federally-recognized American Indian tribe; nursing, chemistry, biology or pre-med majors pursuing an undergraduate degree at The University of North Carolina at Pembroke. The Donor prefers that the recipient be of demonstrated financial need; however the department may use its discretion to determine the recipient who is most deserving. The award will be made annually.

UNCP Biotechnology Endowed Scholarship

The Donor wishes to recognize the efforts of Biotechnology majors and promote the advantages of Biotechnology as well as the advantages of higher education and the University of North Carolina at Pembroke. A longtime member of the UNCP faculty, Dr. Leonard Holmes is promoting the sciences, biotechnology, and higher education, as well as giving back to the university that has been the cornerstone of his professional life by providing him good fortune and friendships.

The recipient of the UNCP Biotechnology Endowed Scholarship will be a Biotechnology major. In the event a deserving Biotechnology major cannot be identified, the award will be made to a Chemistry major. Selection of the students will be made by the faculty of the Department of Chemistry and Physics. Recipients must maintain the minimum university standard grade point average and be full-time undergraduate students. The award will be made in any year of study and is renewable.

DEPARTMENT OF CHEMISTRY AND PHYSICS**Ben Chavis, Grandmother Lela Locklear-Chavis, and Great-Great Grandfather John Archie Locklear/ Friends of the Library Endowed Scholarship**

The Donor's intent is to establish an award in honor of Ben Chavis, his grandmother, Lela Locklear-Chavis, great-great grand-father John Archie Locklear and ancestors, for their outstanding service and contribution to provide educational opportunities for young people. This award is established to affirm and promote their belief in the enduring value of education and in the importance of applying oneself in order to achieve success. This endowed scholarship is meant to encourage and inspire recipients to perform at an optimal level of excellence and to provide financial support as they pursue their field of study. The Donor believes that education is a means of broadening one's horizons, not only in the pursuit of a career but also in the quest for a future that is open to the many possibilities that come with a strong educational foundation.

Candidates qualified for this scholarship shall major in math or a science related field of study, pursuing an undergraduate degree at The University of North Carolina at Pembroke. The Donor prefers that financial need is demonstrated; however, the Friends of the Library may use its discretion to determine the recipient which is most deserving. One award will be made annually.

Doctors Cecil and Naomi Lee Conley Endowed Scholarship in Chemistry*

This scholarship documents the Donors' wishes to support the area of study in which each of them specialized during their long and distinguished careers as faculty members. In 1963, Dr. Cecil Conley became the chairman of Pembroke State University's (now the University of North Carolina at Pembroke) Division of Science and Mathematics. Dr. Naomi Lee, also a PSU alumna, was dean of women and assistant professor in the PSA Business Department. Because of these ties to UNCP, the fact that they met and married while on the PSU campus, and because education had been their careers, these two now retired faculty members established the scholarships in 1993. It has been their hope that these scholarships will benefit young people from the area.

Candidates for The Doctors Cecil and Naomi Lee Conley Endowed Scholarship in Chemistry shall be a Robeson County resident majoring in Chemistry, maintaining a 3.0 GPA, whose financial need may be considered but should not be a determining factor. The Selection Committee shall consist of a University Committee in consultation with the Chair of the Department of Chemistry and Physics. Dr. Cecil Conley shall be invited to participate in the final selection.

Jose and Dorothy D'Arruda Endowed Scholarship

The Donors wish to express their belief in the advantages of higher education and the University of North Carolina at Pembroke in particular by establishing a scholarship that will provide incentive and support to young people who are entering the sciences. As a longtime Professor of Physics and Chair of the Physical Science Department, Dr. Jose D'Arruda has an obvious attachment to his area of study. His friend and partner since the age of 16, Dorothy D'Arruda holds two degrees from UNCP and taught high school level science for many years. Both of these donors are lovers of the logic of science and have devoted a large part of their lives to the art of teaching. In the hope that they might instill a sense of wonder and pleasure at the principles of nature and encourage a sense of awe at the order and beauty contained in the universe, the D'Arrudas have made this commitment to education at UNCP.

The recipient of The Jose and Dorothy D'Arruda Endowed Scholarship will be an incoming or current student with a major (or an intent to major) in Physics. Recipients must maintain a minimum of 3.0 QPA and be full-time undergraduate students. The award will be made in any year of study and is renewable.

The Mary Ann Elliott Endowed Scholarship*

The Donor wishes to support a financially deserving engineering student. The recipients of The Mary Ann Elliott Endowed Scholarship will be residents of North Carolina studying toward a major in Engineering or Telecommunications-related field. Recipients must maintain a minimum of 2.5 QPA and may be full-time or part-time undergraduate students. The award will occur half in the fall

and half in the spring semester, can be made in any year of study and is renewable.

William Robert George, Sr. Endowed Memorial Scholarship

The scholarship was established by A. Fred George in loving memory of his father, William Robert George. Mr. George was a Chemical engineer whose commitment to excellence both professionally and personally was a positive example to everyone who knew him. His support and encouragement were the key factors behind his three son's success in the business world today. The recipient shall be a full-time undergraduate student majoring in chemistry. The recipient must be in financial need and maintain a minimum 3.0 GPA. The scholarship is renewable.

GlaxoSmithKline, Inc. Women in Science Endowed Scholarship

The purpose of the GlaxoSmithKline, Inc. Women in Science Scholars Endowed Scholarship is to recognize outstanding scholarship, to provide an incentive for women science students to enter the science profession, and to provide students with a woman scientist mentor at GlaxoSmithKline, Inc. Students must have a GPA of 3.0 or better. Students' QPA must remain at 3.0 or better to be eligible to continue to receive the award.

Linda D. Oxendine Memorial Endowed Scholarship

This scholarship was established in 1989 and endowed by contributions from family members and friends of the late Linda D. Oxendine, a long time UNC Pembroke employee with the Physical Science Department. It is awarded annually to an outstanding student majoring in Physical Science.

James Porter Mathematics and Environmental Sciences Endowed Scholarship

The Donor wishes to recognize her father, whose guidance and example made a profound difference in the course her life has taken. James Porter's belief in the power of education influenced his daughter's decision to pursue advanced degrees, and ultimately played a huge role in her success. Equally important was this father's impact on the way his daughter attempts to live her life: with spirit, passion, perspective, and a love of God, life, family, and community.

The recipients of this scholarship will be students who have declared a major in mathematics, computer science, environmental science, the life sciences, or other related disciplines as they may be established at UNCP; maintain a minimum of 2.5 GPA; have demonstrated financial need; a preference should be shown for Native American students. The award is renewable.

John E. Reissner Memorial Scholarship*

The Donors wish to honor their husband and father by establishing a scholarship in his memory. A professor emeritus in the Department of Chemistry and Physics, Dr. John Reissner joined the UNCP faculty in 1976 and continued to teach in the phased retirement program until his death in April 2006.

Dr. Reissner was dedicated to sharing the wonder of science with his students. The recipients of this scholarship will demonstrate an eagerness for knowledge and enthusiasm for learning, especially in the sciences. The ideal candidates will demonstrate a commitment to kindness, community service and/or the welfare of others.

The recipients of the John E. Reissner Memorial Scholarship will be residents of North Carolina with a declared or intended major in Chemistry at The University of North Carolina at Pembroke. Recipients must maintain a 3.0 QPA and be full-time undergraduate students, of demonstrated financial need, in the sophomore, junior, or senior year of study. The award is renewable.

Trinity Urgent Care and Family Practice Endowed Scholarship* (Not to be awarded until Fall 2015)

The Donor's intent is to establish a scholarship that will affirm and promote her belief in the enduring value of education in the field of Nursing and the sciences. The donor will commemorate the memory and legacy of her late mother, Viola Bullard Parsons, whose influence and encouragement inspired the Donor to pursue her dreams and aspirations.

This scholarship is meant to encourage and inspire recipients to recognize the importance and relativity of serving humanity through the field of medicine and/or healthcare clinical services. The funding is given in the hopes that recipients will continue in the quest of lifelong learning in this field of study and to provide financial support as they pursue their vocation and training. The Donor

believes that education is a means of broadening one's horizons, not only in the pursuit of a career; but also in the quest for a future that is open to the many possibilities that come with a good educational foundation.

Candidates for this scholarship shall be members of a state- or federally-recognized American Indian tribe; nursing, chemistry, biology or pre-med majors pursuing an undergraduate degree at The University of North Carolina at Pembroke. The Donor prefers that the recipient be of demonstrated financial need; however the department may use its discretion to determine the recipient who is most deserving. The award will be made annually.

UNCP Biotechnology Endowed Scholarship

The Donor wishes to recognize the efforts of Biotechnology majors and promote the advantages of Biotechnology as well as the advantages of higher education and the University of North Carolina at Pembroke. A longtime member of the UNCP faculty, Dr. Leonard Holmes is promoting the sciences, biotechnology, and higher education, as well as giving back to the university that has been the cornerstone of his professional life by providing him good fortune and friendships.

The recipient of the UNCP Biotechnology Endowed Scholarship will be a Biotechnology major. In the event a deserving Biotechnology major cannot be identified, the award will be made to a Chemistry major. Selection of the students will be made by the faculty of the Department of Chemistry and Physics. Recipients must maintain the minimum university standard grade point average and be full-time undergraduate students. The award will be made in any year of study and is renewable.

DEPARTMENT OF ENGLISH, THEATRE, AND FOREIGN LANGUAGES

David L. Dean, Jr. Memorial Scholarship*

The Donors wish to honor their friend and son, David, by establishing this scholarship in his memory. David was a multi-talented person who loved art, singing, reading, and playing the guitar. He was a poet with works published in *Poets of America*. David was also very intelligent carrying a 4.0 GPA in the first 11 years of school. At 13 he was an Eagle Scout and at 14 received the *God and Country Award*. He loved being a student at UNCP, especially enjoying his English and History courses. His message to students today would be to “stay in school and give it your all” and to “finish what you start.”

The recipients of the David L. Dean, Jr. Memorial Scholarship shall be residents of Robeson County majoring in English. Recipients must maintain a minimum 3.0 QPA and be full time undergraduate students at UNCP in any year of study. The recipients must be of demonstrated financial need and the award is renewable if funds are available.

Grace Loving Gibson Endowed Scholarship

The scholarship was established by students and friends of Grace E. L. Gibson, who taught composition, literature, journalism, and creative writing (1966-1986) in the Communicative Arts Department of UNC Pembroke. It is awarded annually to a talented student writer majoring in English, Theatre, and Languages who has demonstrated creativity and ability in communication.

Sue Betty Locklear Endowed Memorial Scholarship

The Sue Betty Locklear Endowed Memorial Scholarship was established in 1991 by faculty, family, and friends to honor the memory of Sue Betty Locklear, who served as secretary for more than twenty-one years in the Department of Communicative Arts. The award is to be made annually to a non-traditional student who is in need of financial assistance and who has declared a major in either the Department of English, Theatre, and Languages or the Department of History.

Remember the 60s Endowed Scholarship*

This scholarship was established by a group of interested individuals, organizations and corporations in Lumberton, NC who believe that the opportunity to assist students in pursuit of higher education in the area of performing arts is a worthwhile and necessary activity. Proceeds from the *Remember the 60s* production fund this scholarship. First priority will be given to a resident

of Robeson County who has participated in a Living History Club project during high school. Recipients will be students majoring in some aspect of performing arts to include but not limited to Music, Dramatic Literature & Performance, Arts Management, Theatre Education and Middle Grades Licensure.

DEPARTMENT OF GEOLOGY AND GEOGRAPHY

Ben Chavis, Grandmother Lela Locklear-Chavis, and Great-Great Grandfather John Archie Locklear/ Friends of the Library Endowed Scholarship

The Donor's intent is to establish an award in honor of Ben Chavis, his grandmother, Lela Locklear-Chavis, great-great grand-father John Archie Locklear and ancestors, for their outstanding service and contribution to provide educational opportunities for young people. This award is established to affirm and promote their belief in the enduring value of education and in the importance of applying oneself in order to achieve success. This endowed scholarship is meant to encourage and inspire recipients to perform at an optimal level of excellence and to provide financial support as they pursue their field of study. The Donor believes that education is a means of broadening one's horizons, not only in the pursuit of a career but also in the quest for a future that is open to the many possibilities that come with a strong educational foundation.

Candidates qualified for this scholarship shall major in math or a science related field of study, pursuing an undergraduate degree at The University of North Carolina at Pembroke. The Donor prefers that financial need is demonstrated; however, the Friends of the Library may use its discretion to determine the recipient which is most deserving. One award will be made annually.

Dr. Thomas E. and Cheryl E. Ross Endowed Scholarship in Geography

The Donors wish to establish this scholarship to encourage the study of geography at The University of North Carolina at Pembroke.

The recipients of the scholarship will be full-time undergraduate students in any year of study, maintaining a minimum 2.5 QPA and must have completed at least six semester hours of geography at UNCP. Preference should be given to students who are seeking a minor or concentration in geography. When and if a major in Geography/Geo-Environmental Studies is established, preference will be given to a Geography major (though a Geo-Environmental Studies major may be considered if no Geography major or minor qualifies). The faculty of the Department of Geology and Geography may also award this scholarship to a student, regardless of major, minor, or concentration, who earns a place on the State of North Carolina Geography Bowl Team and competes in competition held at the annual meeting of the Southeast Division of the Association of American Geographers.

The recipient will be identified and the award made in the Spring of the year. The award is renewable if funds are available. There is no restriction of residency, and financial need is not to be a consideration for awarding.

DEPARTMENT OF HISTORY

Captain Elizabeth Lord Baldwin Endowed Memorial Scholarship*

This scholarship was established in memory of Elizabeth Lord Baldwin. Ms. Baldwin was a 1986 UNC Pembroke graduate with a B.A. in Political Science. She was an involved and active student. After graduation, Ms. Baldwin excelled in the US Army. The recipient(s) will be a junior and/or senior maintaining a 3.0 or better QPA. A North Carolina resident is preferred. The recipient will be a political science major in the Department of Political Science or a history major in the Department of History. Consideration may be given to an education major who has declared a major in political science or history. Applicants will also have a demonstrated strong work ethic, personal achievement, and be in need of financial assistance.

John Green Memorial Endowed Scholarship

This scholarship was established in 1984 and endowed by generous contributions from *The Robesonian*, family members, and friends of the late John Green ('84). The scholarship is given to a capable and energetic student who wishes to pursue a career in writing. It will be awarded to a student

majoring in History, Journalism, or Creative Writing.

Sue Betty Locklear Endowed Memorial Scholarship

The Sue Betty Locklear Endowed Memorial Scholarship was established in 1991 by faculty, family, and friends to honor the memory of Sue Betty Locklear, who served as secretary for more than twenty-one years in the Department of Communicative Arts. The award is to be made annually to a non-traditional student who is in need of financial assistance and who has declared a major in either the Department of English, Theatre, and Languages or the Department of History.

James C. Maynor Endowed Scholarship*

This scholarship was established by Dr. Jayne P. Maynor to honor her father, James C. Maynor, a member of the UNCP class of 1950 and generous benefactor. The recipients of the James C. Maynor Endowed Scholarship will be residents of North Carolina with a major in history. Recipients must maintain a minimum of 2.5 QPA and be full time undergraduate students. The award will occur half in the fall semester and half in the spring semester, can be made in any year of study and is renewable.

Clifton Oxendine Memorial Endowed Scholarship*

This scholarship was established by family, colleagues, students and admirers to honor the late Dr. Clifton Oxendine who served UNC Pembroke from 1939 to 1970, first as Dean of the college and then as Professor Emeritus of American History. This scholarship is awarded annually to a disadvantaged student majoring in American History with first preference to a Native American from Robeson or surrounding counties.

Max M. Weinstein Memorial Endowed Scholarship

The Donor's intent is to establish an award that will affirm and promote his belief in the enduring value of education and in the study of history. The donor will commemorate the memory and legacy of his late father, Max Weinstein, who shared his belief in the usefulness and value of learning through history. This endowed scholarship is meant to encourage and inspire recipients to recognize the importance and relativity of history in the quest of life long learning and to provide financial support as they pursue this field of study. The donor believes that education is a means of broadening one's horizons, not only in the pursuit of a career but also in the quest for a future that is open to the many possibilities that come with a good educational foundation.

Candidates qualified for this scholarship award shall be History majors pursuing an undergraduate or graduate degree at the University of North Carolina at Pembroke. The donor prefers that financial need is demonstrated; however, the department may use its discretion as to determine the recipient who is most deserving. The award will be made annually.

DEPARTMENT OF MASS COMMUNICATION

John Green Memorial Endowed Scholarship

The scholarship was established in 1984 and endowed by generous contributions from *The Robesonian*, family members, and friends of the late John Green ('84). The scholarship is given to a capable and energetic student who wishes to pursue a career in writing. It will be awarded to a student majoring in History, Journalism, or Creative Writing.

Newy Scruggs Sports Broadcasting Endowed Scholarship

After receiving success in various large markets across the country in the field of sports broadcasting, the Donor wishes to assist other young people who have chosen a similar career track by establishing the Newy Scruggs Sports Broadcasting Endowed Scholarship. The primary requirement for candidates to be awarded this scholarship shall be students majoring in Mass Communication with plans to pursue a career in sports broadcasting, sports reporting or sports information. Final preference will be given to any Mass Communication student who plans to participate in athletics at The University of North Carolina at Pembroke. All candidates must be full-time undergraduate students in any year of study and maintain at least the minimum university standard QPA.

Gene Warren Endowed Scholarship

This scholarship is awarded annually to a student majoring or intending to pursue a career in journalism or public relations. It is based on academic performance. The award is renewable.

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

Claude W. Berry Memorial Endowed Scholarship*

This scholarship was established by family, friends, and students to honor the memory of Claude W. Berry, Jr., a renowned Robeson County educator. Claude Berry served Robeson County as a seventh grade math teacher, Director of Exceptional Children in the Red Springs City School System and later as Director of Program Services for the Public Schools of Robeson County. He also served as a part-time faculty member of UNCP in the Department of Mathematics and Computer Science.

The recipient of this annual award shall be a Robeson County graduate with the declared major in mathematics and/or computer science. The recipient will be chosen regardless of race, gender or financial need. The recipient must maintain a 3.0 QPA or better. The award is renewable.

Ben Chavis, Grandmother Lela Locklear-Chavis, and Great-Great Grandfather John Archie Locklear/ Friends of the Library Endowed Scholarship

The Donor's intent is to establish an award in honor of Ben Chavis, his grandmother, Lela Locklear-Chavis, great-great grand-father John Archie Locklear and ancestors, for their outstanding service and contribution to provide educational opportunities for young people. This award is established to affirm and promote their belief in the enduring value of education and in the importance of applying oneself in order to achieve success. This endowed scholarship is meant to encourage and inspire recipients to perform at an optimal level of excellence and to provide financial support as they pursue their field of study. The Donor believes that education is a means of broadening one's horizons, not only in the pursuit of a career but also in the quest for a future that is open to the many possibilities that come with a strong educational foundation.

Candidates qualified for this scholarship shall major in math or a science related field of study, pursuing an undergraduate degree at The University of North Carolina at Pembroke. The Donor prefers that financial need is demonstrated; however, the Friends of the Library may use its discretion to determine the recipient which is most deserving. One award will be made annually.

Terry Nathaniel Chavis Scholarship*

This scholarship was established to provide financial assistance to a Purnell Swett High School graduate with a demonstrated financial need majoring in Computer Science. Students granted this nonrenewable scholarship must maintain a 3.0 QPA and must be full-time undergraduate students in their freshman year of study.

The Wendy M. Hedgpeth Scholarship (First award to be made in the fall of 2011)

The Donor is creating the Wendy M. Hedgpeth Scholarship in order to help students in financial need to overcome barriers and to reach their full potential. Part of the criteria is that the recipient be pursuing a degree in Computer Science because the donor is passionate about technology and believes the country needs more technology focused talent. The donor further requires that the student be involved in community service, as outlined below, and maintain a 2.5 GPA. The donor feels that, to be more appreciative of what one receives; one must work to earn it.

The recipients of the Wendy M. Hedgpeth Scholarship shall be undergraduate students, juniors or seniors, of either full or part-time status, majoring in Computer Science and maintaining a minimum 2.5 QPA. The recipient shall be required to provide proof of community service – 20 hours per semester minimum – related to their field of study. First preference shall be given to a candidate from a state- or federally-recognized American Indian tribe. Recipients shall be natives of Robeson County with demonstrated financial need. The award is renewable as long as the recipient continues to meet the criteria.

Jason Wayne Hunt Endowed Memorial Scholarship*

The Donor, on behalf of the Family and Phi Sigma Nu Fraternity, wishes to establish the Jason Wayne Hunt Endowed Memorial Scholarship to honor the memory of Jason.

At the time of his death, Jason was a rising Junior at The University of North Carolina at Pembroke with Computer Science as his declared major. Jason's strongest subjects were Science and Math, but he also loved helping children by tutoring them. He was active with his fraternity, Phi Sigma Nu; played softball and worked part-time while a full-time student. This scholarship was established to carry Jason's name and dream to deserving students seeking a goal and a dream of a college education.

Candidates for award of this scholarship shall be residents of Robeson County, the state of North Carolina, showing financial need, a full-time undergraduate student in the sophomore year of study, majoring in Computer Science and maintaining the minimum university standard QPA.

James Porter Mathematics and Environmental Sciences Endowed Scholarship

The Donor wishes to recognize her father, whose guidance and example made a profound difference in the course her life has taken. James Porter's belief in the power of education influenced his daughter's decision to pursue advanced degrees, and ultimately played a huge role in her success. Equally important was this father's impact on the way his daughter attempts to live her life: with spirit, passion, perspective, and a love of God, life, family, and community.

The recipients of this scholarship will be students who have declared a major in mathematics, computer science, environmental science, the life sciences, or other related disciplines as they may be established at UNCP; maintain a minimum of 2.5 GPA; have demonstrated financial need; a preference should be shown for Native American students. The award is renewable.

DEPARTMENT OF MUSIC

Bradley Alford Endowed Memorial Scholarship

This scholarship was established in memory of a gifted piano major who died of cancer in his senior year. It is awarded to a full-time Music major in his or her junior or senior year of study and is based on both musical talent and academic ability. The recipient must maintain a QPA of 3.0. When this scholarship reaches endowment, one \$500 award will be given per year, but until that point, it will continue to be awarded pending available funds.

Dr. Gordon R. Gibson Endowed Memorial Scholarship

This scholarship was established in memory of Dr. Gibson, who retired from a distinguished musical career in New York and served as a staff accompanist at UNCP before passing away in 2004, at the age of 80. This scholarship recognizes musical excellence and personal commitment to the Music Department. The candidate must be a full-time Music major at the undergraduate or graduate level with a minimum QPA of 2.5.

Angela B. Hodges Endowed Scholarship (not to be awarded until Fall 2014)

This scholarship was established by family and friends to carry on the pride and tradition of Angela Hodges, a 1989 graduate of UNCP and an extremely talented musician. Angela brought her talent to every child she touched in and out of the classroom. The scholarship is awarded to a Music major, with preference going to an incoming freshman and a graduate of Lumberton Senior High School. Although this scholarship is not yet fully endowed, it will continue to be awarded pending available funds.

Doris B. Johnson Endowed Scholarship in Music

This scholarship was established by Dr. Kenneth Johnson in memory of his wife, who taught music education courses in the Music Department for many years. The scholarship is awarded annually to a student who is active in the Music Educators National Conference and who shows exceptional potential as a music teacher.

Margaret S. Jones Endowed Scholarship

This scholarship was established in honor of Mrs. Jones, wife of former chancellor, Dr. English E. Jones, to aid students in obtaining their educational goals. It is given annually to an outstanding Music major who has proven him/herself to be a dedicated student with exceptional talent and has exhibited a willingness to use this talent for the benefit of the department.

Richard Pisano Endowed Scholarship

The Pisano Family wants to provide an educational opportunity to deserving students at UNC Pembroke while honoring their father, Richard Pisano. Their father believed strongly in education and always loved music.

The recipients shall be full-time, undergraduate students in their junior or senior year of study at UNCP. The recipients shall be Music majors and shall maintain a minimum 2.5 QPA. This scholarship shall be awarded to a native of North Carolina with demonstrated financial need. In order to have it touch the lives of more students, the scholarship is not renewable to a prior recipient.

Travis Stockley Memorial Scholarship (not to be awarded until 2012)

This scholarship is named for the former director of the UNCP Musical Theatre program who passed away in an automobile accident in August of 2006. It is awarded to a Music student who has made significant contributions to the Musical Theatre program. Although this scholarship is not yet fully endowed, it will continue to be awarded pending available funds.

George R. Walter Endowed Scholarship

The Donors wish to honor Dr. Walter for his many years of teaching and leadership in The University of North Carolina at Pembroke's Music Department.

The recipient will be a full time student majoring in music. The recipient must maintain a minimum of 3.0 QPA and be in the sophomore year of study. The award will be made in the fall. The recipient does not have to demonstrate financial need. The award is renewable at the discretion of the department. Although this scholarship is not yet fully endowed, it will continue to be awarded pending available funds.

DEPARTMENT OF NURSING

Campbell Soup Company Student Nursing Endowed Scholarship

The Campbell Soup Company Student Nursing Endowed Scholarship was established in 1994 to be used for nursing scholarships for disadvantaged students enrolled in the RN Bachelor of Science in Nursing program.

Caring Touch Home Health Care Endowed Scholarship in Nursing

The Donor recognizes the shortage of nurse professionals practicing in Southeastern North Carolina and desires to help promote the advancement of this profession through financial support granted to a full-time nursing student. The donor requests that the recipient demonstrate financial need and that priority be granted to a student planning to practice as a nurse in the surrounding counties, including Robeson, Hoke, Scotland, Richmond, Bladen, Columbus, and Cumberland Counties. The Caring Touch Home Health Care Endowed Scholarship will be awarded to a rising junior with a 3.0 QPA. The award shall be renewable as long as funds are available and the recipient continues to meet the established criteria.

H. Gail Davis Endowed Nursing Scholarship*

The Donors wish to honor H. Gail Davis by establishing this scholarship in her honor. Southeastern Regional Medical Center's family and friends recognize Ms. Davis for her 38 years of dedicated service to the nursing profession and her contributions that ensured consistent, quality patient care.

Candidate for award of this scholarship shall be a resident of the state of North Carolina who is a full-time undergraduate student in the junior or senior year of study seeking a degree in Nursing and maintaining a 2.5 QPA at The University of North Carolina at Pembroke. There is no restriction of financial need, and the award is renewable.

Mary McKenzie Edwards Endowed Scholarship*

A scholarship established by her daughter in loving memory, Mary McKenzie Edwards struggled to earn her degree in nursing in the 1930's. This scholarship is designed to assist students enrolled in the University Nursing Program who are in financial need. Recipients must be residents of Robeson County with first preference for award to members and descendants of the Lumbee and Tuscarora

tribes. The scholarship awards are available to all nursing students. Recipients must be in good academic standing.

Trinity Urgent Care and Family Practice Endowed Scholarship* (Not to be awarded until fall 2015)

The Donor's intent is to establish a scholarship that will affirm and promote her belief in the enduring value of education in the field of Nursing and the sciences. The donor will commemorate the memory and legacy of her late mother, Viola Bullard Parsons, whose influence and encouragement inspired the Donor to pursue her dreams and aspirations.

This scholarship is meant to encourage and inspire recipients to recognize the importance and relativity of serving humanity through the field of medicine and/or healthcare clinical services. The funding is given in the hopes that recipients will continue in the quest of lifelong learning in this field of study and to provide financial support as they pursue their vocation and training. The Donor believes that education is a means of broadening one's horizons, not only in the pursuit of a career; but also in the quest for a future that is open to the many possibilities that come with a good educational foundation.

Candidates for this scholarship shall be members of a state- or federally-recognized American Indian tribe; nursing, chemistry, biology or pre-med majors pursuing an undergraduate degree at The University of North Carolina at Pembroke. The Donor prefers that the recipient be of demonstrated financial need; however the department may use its discretion to determine the recipient who is most deserving. The award will be made annually.

Joan Howard Wallace NCS DAR-AI Nursing Scholarship

The Donor, a nurse, is fulfilling a goal by establishing this scholarship at The University of North Carolina at Pembroke to provide financial assistance to to a nursing student who is a member of a state- or federally-recognized American Indian tribe and exhibits ability and promise in the nursing profession.

The NCS DAR (North Carolina Society Daughters of the American Revolution) State Chairman-American Indians Committee was established in Washington, D.C. in 1941 to educate members of the DAR and school children about the Native American Culture and to provide funds for education of members of state- or federally-recognized American Indian tribes. The Donor was appointed Chair of that organization in 2000. The scholarship's name reflects the DAR support and the American Indian Committee.

Candidates for award of this scholarship shall be of demonstrated financial need and a full-time nursing student in the sophomore to senior year of study at The University of North Carolina at Pembroke. There is no restriction for residency of any county and no minimum QPA is required.

DEPARTMENT OF PHILOSOPHY AND RELIGION

Dr. Robert K. Gustafson Memorial Endowed Scholarship

The recipient of the Dr. Robert K. Gustafson Endowed Memorial Scholarship will be at least a second semester sophomore, junior, or senior, majoring in Philosophy and/or Religion, who exemplifies high academic performance and positive intellectual leadership. Need shall not be a prerequisite. Half of the annual award shall be given in each fall and spring semester, and the award is renewable as long as the recipient remains in good standing with the Department of Religion and Philosophy. First preference shall be given to a longtime resident of North Carolina from Scotland, Robeson, or Cumberland County.

Dr. George Lea Harper, Jr. Memorial Scholarship

The George Lea Harper, Jr. Memorial Scholarship was established on March 24, 1995, in memory of Dr. George Harper, a former professor in the Philosophy and Religion Department, by his friends and colleagues. The recipients must major in Philosophy or Religion and meet all academic standards of the University. It is available to undergraduate students in any year of study as well as to graduate students. The recipients may be full-or-part-time status. There is no residency restriction and the scholarship is renewable.

Marshall W. and Gertrude Locklear Endowed Memorial Scholarship*

The Marshall W. and Gertrude Locklear Endowed Memorial Scholarship was initially established by family and friends in 1990 to honor the memory of Marshall W. Locklear. In 2000, Gertrude Locklear's name was added to honor her memory as well. The scholarship is awarded annually to a student from Robeson County who is working toward a degree in Religion. The recipient should be a candidate for the ministry or plan to go into some form of full-time religious service. The scholarship is renewable as long as the student makes satisfactory progress toward completion of the degree.

The Doctor Reverend Jerry Lowry Endowed Scholarship*

In 1990, Rev. Jerry Lowry established a Planned Gift with the University of North Carolina at Pembroke Foundation. Because this gift was prompted by his love of UNCP, upon his death, the gift endowed a scholarship in the Department of Philosophy and Religion. The establishment of this scholarship affirmed Dr. Lowry's strong belief in the importance of faith and serving others.

The recipients of the Doctor Reverend Jerry Lowry Endowed Scholarship will be residents of North Carolina, with preference going to a Robeson County native majoring or with a minor in Religion at UNC Pembroke. Recipients shall be either full- or part-time undergraduate students of demonstrated financial need, maintaining a 3.0 QPA. The award will be made half in the fall and half in the spring and is renewable as long as funds are available and the recipient continues to meet the criteria.

Ruth Martin Endowed Memorial Scholarship

This scholarship was established in 1990 and endowed by family, friends, alumni, colleagues, and church groups in memory of Miss Ruth Martin, Associate Professor of Religion (1953-1985), for her many years of service to the University and the community. The award is given annually to a student who is a Religion major preparing for full-time religious service.

The Ministry Through Education Endowed Scholarship (not to be awarded until 2011)

This scholarship was established by a donor to assist students who aspire to serve their fellow man and community through ministry. The recipients will be either full- or part-time undergraduate students with a major in Religion, Religious Education, or Education with a concentration in Religion. Recipients must maintain a minimum University QPA.

DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION

Captain Elizabeth Lord Baldwin Endowed Memorial Scholarship*

This scholarship was established in memory of Elizabeth Lord Baldwin. Ms. Baldwin was a 1986 UNC Pembroke graduate with a B.A. in Political Science. She was an involved and active student. After graduation, Ms. Baldwin excelled in the US Army. The recipient(s) will be a junior and/or senior maintaining a 3.0 or better QPA. A North Carolina resident is preferred. The recipient will be a political science major in the Department of Political Science or a history major in the Department of History. Consideration may be given to an education major who has declared a major in political science or history. Applicants will also have a demonstrated strong work ethic, personal achievement, and be in need of financial assistance.

Walter L. Weisberg Memorial Endowed Scholarship in Political Science

The Weisberg scholarship was established by the Weisberg family in memory of Walter L. Weisberg, a professor of Political Science at UNC Pembroke, 1975-1981. Recipients of the scholarship are selected on the basis of academic achievement.

DEPARTMENT OF PSYCHOLOGY

Jetter Bernard Locklear Memorial Endowed Scholarship

Established in 1988 by friends, family members, and Mrs. Francine Locklear in memory of her husband, Jetter Bernard Locklear this scholarship is awarded to an academically talented, economically disadvantaged Native American, who is pursuing a degree in the Human/Social Services. The recipient of the scholarship will have declared a major in Psychology, Sociology, or Social Work.

DEPARTMENT OF SOCIAL WORK

College of Arts and Sciences Endowed Scholarship for Social Work Majors*

The Donor wishes to establish the College of Arts and Sciences Endowed Scholarship for Social Work Majors at UNC Pembroke to honor the memory of a former student who successfully completed the requirements for a degree in Social Work in December 2002.

Candidate for award of this scholarship shall be a resident of the state of North Carolina, demonstrating financial need, a full-time student in any year of study, majoring in Social Work and maintaining the minimum 2.5 QPA. The scholarship is non-renewable.

Margaret Kennerdell George Endowed Memorial Scholarship

This scholarship was funded by A. Fred George in loving memory of his mother, Margaret Kennerdell George. Mrs. George, as a social worker, gave unselfishly of her time and compassion to enhance the lives of and provide opportunities for less fortunate children in Akron, Ohio. Mrs. George was a true professional, respected by her peers and dearly loved by those whose lives she touched. The scholarship is awarded to a student majoring in Social Work. No restrictions apply regarding race or geographical domain; however, the recipient must qualify for financial assistance and maintain a 3.0 or higher QPA. The scholarship is renewable as long as the recipient makes the satisfactory progress in the program.

Mary T. Hill Endowed Scholarship in Social Work (Not to be awarded until Fall 2015)

The Donor's intent is to establish an award which will affirm and promote her belief in the enduring value of education built on the premise that education should be used for the benefit and service of mankind. The donor will commemorate the memory and legacy of her mother, Mary T. Hill, whose selfless acts of service improved the quality of life for her family and her community. Her example inspired the donor to recognize the value of social work as a most important and influential discipline of study. The scholarship is meant to inspire the recipient to understand that life's fulfillment and happiness may be enriched by the measure of what one invests and gives back to others. The scholarship is to provide financial support to a deserving student who is pursuing the Social Work field of study. The donor believes that education coupled with the desire to serve humanity is a means of broadening one's horizons, and that a strong educational foundation is the basis of a fulfilling career and a happy life. The scholarship should serve as a reminder that giving should be part of one's continuous commitment to humanity.

Candidates qualified for this scholarship award shall be social work majors pursuing an undergraduate degree at the University of North Carolina at Pembroke. The donor prefers that financial need is demonstrated; however the department may use their discretion as to determine the recipient that is most deserving. A GPA of 3.0 is preferred with preference to a Robeson, Bladen, Scotland, Cumberland, Hoke or a Columbus County resident. The award will be made annually.

Jetter Bernard Locklear Memorial Endowed Scholarship

This scholarship was established in 1988 by friends, family members, and Mrs. Francine Locklear in memory of her husband, Jetter Bernard Locklear. The scholarship is awarded to an academically talented, economically disadvantaged Native American who is pursuing a degree in the Human/Social Services. The recipient of the scholarship will have declared a major in Psychology, Sociology, or Social Work.

Dr. Von S. Locklear Memorial Scholarship in Social Work

The Dr. Von S. Locklear Memorial Scholarship is awarded to a sophomore or junior Social Work major to be used for a year of study. Preference will be given to: (a) persons who demonstrate an appreciation for the Lumbee culture and tradition; (b) those who have demonstrated a commitment to the social work profession; and (c) a good QPA. The scholarship is given in memory of Von Locklear who died of cancer in 1989 at the age of 36. During his short adult life, Von consistently demonstrated an unconditional commitment to the profession of social work.

DEPARTMENT OF SOCIOLOGY AND CRIMINAL JUSTICE

Jetter Bernard Locklear Memorial Endowed Scholarship

his scholarship was established in 1988 by friends, family members, and Mrs. Francine Locklear in memory of her husband, Jetter Bernard Locklear. The scholarship is awarded to an academically talented, economically disadvantaged Native American who is pursuing a degree in the Human/Social Services. The recipient of the scholarship will have declared a major in Psychology, Sociology, or Social Work.

Arthur Wendell "A.W." Oxendine Memorial Endowed Scholarship

Arthur Wendell "A.W." Oxendine, a ten year veteran of the Robeson County Sheriff's Department and a thirteen year veteran of the Scotland County Sheriff's Department died in the line of duty in 1993 as a result of injuries sustained in a hit-and-run traffic collision. The scholarship is given in his memory to assist a student majoring in the field of Criminal Justice who demonstrates qualities of honesty and leadership and who has met the academic requirements of the University.

MAYNOR HONORS COLLEGE

Esther G. Maynor Scholarship

Born and raised in Robeson County, Esther Graham Maynor was the daughter of Duncan and Dovie Lowry Graham. She married Therod "Horse" Maynor. During WWII, Therod Maynor and Floyd Pike became friends and eventually business partners with Pike Electric in Mount Airy, NC. Pike Electric is the largest electrical contractor in the southeast. Therod passed away in 1967 and Mrs. Maynor stayed in Mount Airy. Upon Mrs. Maynor's death, she left in her will that her Trust Estate, minus some specific distributions that she listed, be given to the Trustees of UNC Pembroke for the purpose of establishing the Esther G. Maynor Scholarship.

Eligible applicants will be students of the University Honors College who demonstrate financial need as outlined by the University's financial aid guidelines. Residence, major, or year of study will not apply, although preference will be given to graduates of North Carolina high schools. Applicants and awardees must maintain good standing within the Honors College and must be full time students.

The number of scholarships awarded will be dependent on the amount of income generated by the endowment. The amount of each scholarship will vary with need at the discretion of the Dean of the Honors College.

UNCP Friends of the Library Endowed Scholarship

The Donors wish to establish the UNCP Friends of the Library Endowed Scholarship, an endowed fund, to assist at least one Honors College student per year at UNCP, depending upon fund availability. The purpose of this fund is to provide financial assistance to an Honors College student who is not the recipient of a merit scholarship.

Candidates for consideration of this award shall be full-time undergraduate students in the sophomore, junior, or senior year of study at UNCP meeting a 3.0 minimum QPA standard restriction. Candidates may be pursuing a degree in any major. Candidates do not have to demonstrate financial need, and the award is renewable, but candidates must reapply each semester.

When awarded, the award shall be \$250.00 per student per award and shall be credited to the recipient's account.

SCHOOL OF BUSINESS

SCHOOL OF BUSINESS SCHOLARSHIPS

The Jackie Parker Adams Endowed Scholarship*

The Donors wish to establish this endowment to honor the life of Jackie Parker Adams, a 1980 graduate of The University of North Carolina at Pembroke.

Candidates for award of this scholarship shall be a full time student at UNCP in any year of study, majoring in Business and maintaining a 3.0 QPA. Recipient must be of demonstrated financial need and be a resident of North Carolina. As part of the application process, candidate must submit

a short essay explaining why he/she should receive the award.

Century 21—The Real Estate Center Endowed Scholarship

The Donor wishes to encourage young men and women to pursue an education in the field of business by establishing a scholarship that will provide incentive and support. CENTURY 21 The Real Estate Center supports the mission of higher education in general and the University of North Carolina at Pembroke in particular, and hopes to promote careers in business by sponsoring this award. As a longtime leader in the Lumberton business community, CENTURY 21 feels a civic responsibility towards the residents of the area, and intends this award to demonstrate the seriousness of their commitment to the growth and prosperity of this area.

Candidates for award of this scholarship shall be a resident of Robeson County in the state of North Carolina and a full time undergraduate student in the School of Business who has committed to business as a major, and is maintaining a 3.0 GPA at The University of North Carolina at Pembroke. The scholarship may be re-awarded annually to the same student assuming he or she meets the criteria above.

The Doctors Cecil and Naomi Lee Conley Endowed Scholarship in Chemistry and The Doctors Naomi Lee and Cecil Conley Endowed Scholarship in Business Administration*

This scholarship documents the Donors' wishes to support the area of study in which each of them specialized during their long and distinguished careers as faculty members. In 1963, Dr. Cecil Conley became the chairman of Pembroke State University's (now the University of North Carolina at Pembroke) Division of Science and Mathematics. Dr. Naomi Lee, also a PSU alumna, was dean of women and assistant professor in the PSU Business Department. Because of these ties to UNCP, the fact that they met and married while on the PSU campus, and because education had been their careers, these two now retired faculty members established the scholarships in 1993. It has been their hope that these scholarships will benefit young people from the area.

Candidates for award of The Doctors Naomi Lee and Cecil Conley Endowed Scholarship in Business Administration shall be a Robeson County resident majoring in Business Administration, maintaining a 3.0 GPA, whose financial need may be considered but should not be a determining factor. The Selection Committee shall consist of a University Committee in consultation with the Dean of the School of Business. Dr. Naomi Lee Conley shall be invited to participate in the final selection.

Independent Insurance Agents of North Carolina, Inc. Endowed Scholarship

This scholarship was established through the generosity of independent insurance agents throughout North Carolina to provide scholarship support to sophomores, juniors and senior students with a declared major in Business. The recipients must meet all academic requirements of the University. The award amount will be paid half in the fall and spring.

Curt and Catherine Locklear Endowed Scholarship* (Not to be awarded until Fall 2014)

This scholarship is established by family and friends to commemorate the memory and legacy of the late Curt Locklear's distinguished military service record and dedication as a father, husband, and successful American Indian business leader. His life contributions helped to advance and develop economic, educational, social, and political opportunities for Lumbee Indians in Robeson County and beyond.

Further, this gift is given in honor of Catherine Locklear, a devoted wife, mother, and business partner whose selfless acts of service helped to improve the quality of life for her family and community. The scholarship is meant to inspire the recipient to understand that life's fulfillment and happiness may be enriched by the measure of what one invests and gives back to others. The award shall promote the importance of a strong educational foundation as a means of pursuing a meaningful career, in the quest to serve all humanity.

Candidates for this scholarship shall: major in Business while pursuing an undergraduate degree at the University of North Carolina at Pembroke; maintain a 3.0 GPA; be a sophomore, junior or senior; and, demonstrate financial need. Recipients shall be enrolled in a State of North Carolina- or

federally-recognized tribe. Recipients must have residential status from one of the following counties: Robeson, Cumberland, Scotland, or Hoke. The award will be made annually as long as funds are available.

Ralph H. Lowry Family Endowed Scholarship* (Not to be awarded until Fall 2014)

The Donor wishes to honor Mr. Ralph H. Lowry, former chairman of the board of trustees of The Cherokee Indian Normal School of Robeson County, which eventually became UNCP, by creating this scholarship.

The recipient of the Ralph H. Lowry Family Endowed Scholarship will be an enrolled member of a state- or federally-recognized Indian tribe. The recipient must maintain a QPA that meets the University standard and be an undergraduate of either full- or part-time status. Incoming freshmen as well as current students will be eligible. The recipient will be pursuing a major that is within the School of Business and will reside in Robeson County, NC. Financial need should be considered. The award is renewable to the same recipient.

Carl and Dennie Meares Endowed Scholarship

The Donor's intent is to establish an award to affirm and promote their belief in the enduring value of education and in the importance of applying oneself in order to achieve success. This endowed scholarship is meant to encourage and inspire recipients to perform at an optimal level of excellence and to provide financial support as they pursue their field of study. The Donor believes that education is a means of broadening one's horizons, not only in the pursuit of a career but also in the quest for a future that is open to the many possibilities that come with a strong educational foundation.

The recipients of this scholarship will be undergraduate business majors and maintain a minimum of 3.0 QPA. Incoming sophomores, juniors, and seniors will be eligible. The Donor prefers that financial need is demonstrated; however, the Dean of the School of Business may use his discretion to determine the recipient who is most deserving. The award is given annually and is renewable.

Coach Mario and Elizabeth Poletti Memorial Scholarship for Service

The children of Coach Mario and Elizabeth Poletti wish to honor their mother and their father, who dedicated his life to teaching, coaching, and service to family, church, and community.

The scholarship is open to a UNCP football student-athlete in any year of study and is renewable. The recipient shall be a business major (or intend to study business if no major declared), have a minimum 3.0 QPA, be a full-time undergraduate student, and show a record of previous service to family, church, school, and community. Selection will be made by a committee appointed by the Dean of the School of Business and will include the current UNCP Football coach.

Nelson Price & Associates Scholarship

Nelson Price & Associates, PA, wish to promote the efforts of the School of Business. Nelson Price & Associates, PA, has been a model of good business practice with a foundation that has been built on honesty, integrity, hard work, and customer service. Several employees of the firm are UNCP graduates, including Greg and Andy Price. The firm recognizes the value of higher education and the values of UNCP to the region and wishes to assist students as they strive to enhance their knowledge and college experience.

The recipient shall be a business major, and the scholarship will be awarded at the discretion of a committee formed under the supervision of the Dean of the School of Business.

William Lonnie Revels, Sr., Memorial Scholarship*

The Donor wishes to establish this scholarship—a tribute to her husband's lifelong commitment to education, entrepreneurship, and his American Indian heritage—to encourage and financially assist young American Indian students pursuing an education at UNC Pembroke.

The recipients of the William Lonnie Revels, Sr., Memorial Scholarship shall be native residents of North Carolina majoring in American Indian Studies, Education, or Business at UNCP. The awards should rotate within these majors—the first year awarded to an American Indian Studies major, the second year to an Education major, the third year to a Business major with a Concentration in Entrepreneurship, etc. Recipients must maintain a 2.5 QPA and be full-time undergraduate

students in any year of study. The award will be made to a member of a state- or federally-recognized American Indian tribe who is of demonstrated financial need in the fall and is non-renewable.

Jepty Patrick Strickland Endowed Scholarship*

Ken Strickland, a businessman living in Mclean, VA, a native of Robeson County, and a graduate of Prospect High School class of 1959, wanted to provide an educational opportunity to UNCP students while honoring his father, Jepty Strickland. Therefore, he established the Jepty Patrick Strickland Endowed Scholarship.

His father, a Lumbee Indian, was a farmer in Robeson County and a lifelong member of St. Anna Church, believing strongly in the importance of religion in everyday life and in providing service to his community and fellowman. Mr. Jepty was committed to education for his children and worked diligently to provide guidance to his family towards that end.

Awards from this scholarship shall provide tuition assistance to candidates in their junior or senior year of study who are seeking a degree in: (1) teacher education; (2) Business; or (3) Science at UNC Pembroke. Through the year 2020, first preference shall be given to a candidate from a state- or federally-recognized American Indian tribe. However, in the absence of a qualified American Indian candidate, the scholarship shall have no racial or ethnic preferences. After 2020, this scholarship is open and available to all races, creeds and nationalities. The recipient must show promise, be of demonstrated financial need, and be a native or current resident of Robeson County. The recipient must maintain a minimum 3.25 QPA to be eligible for the scholarship. The scholarship is renewable as long as the requirements continue to be met.

UNCP School of Business Faculty Scholars Endowed Award

The Donor, comprised of faculty members from the School of Business, wishes to establish the Business Faculty Scholars award; this award signifies these educators' belief in the value of a degree earned from the UNCP School of Business. Moreover, these donors take pride in implementing an award that is funded exclusively by faculty and which will be awarded to a student who embodies those qualities that best characterize a successful undergraduate scholar. Therefore, while this agreement will set forth the basic criteria for the award, the committee that recommends the annual recipients may use its discretion in selecting a scholar who they feel most personifies the intent of an award titled Business Faculty Scholars. If no qualified applicant is found, the award will be postponed until such time as one is identified.

Candidates for award of this scholarship shall be full-time junior-level Business majors who are preparing to enter their senior year, who have a minimum quality point average of 3.5, with a preference for students who completed most of their hours at The University of North Carolina at Pembroke. The recipient will be identified and the award made in the spring of the year.

DEPARTMENTAL SCHOLARSHIPS

DEPARTMENT OF ECONOMICS, FINANCE, AND DECISION SCIENCES

BB&T Finance and Banking Endowment

The Finance and Banking Endowment is designed to provide opportunities for students who are majoring in finance and to provide funds for the development of a strong academic environment. The endowment will be used to fund student scholarships in finance and banking. It will also be used to provide research support for faculty, leading-edge banking and financial services software packages, computer and other technological equipment, special library resources, and other needs that cannot be met with state funds alone. The goal of the endowment is to ensure a strong academic program that will produce viable, marketable students in finance and banking.

SCHOOL OF EDUCATION

DEPARTMENTAL SCHOLARSHIPS

AIR FORCE ROTC PROGRAM

Stacy Ryan Locklear Air Force ROTC Endowed Scholarship Fund*

The Donors wish to establish a scholarship to honor the memory of Stacy Ryan Locklear, who profoundly impacted the lives of his father, family, and friends. Ryan was a vibrant 3-year-old who passed away unexpectedly on July 25, 2004. He was proud of his dad, who was commissioned an Air Force officer in 1989 through the UNCP Air Force ROTC Program.

The Air Force ROTC (AFROTC) curriculum teaches leadership, follower-ship, communication skills, management, and a myriad of other essential skills and is designed to prepare students to assume positions of increasing responsibility in the modern Air Force.

Candidate for award of this scholarship shall be a member of a state- or federally-recognized American Indian tribe and a resident of Robeson County. The candidate shall be a full-time, undergraduate student in the junior or senior year of study participating in the Air Force ROTC Program at The University of North Carolina at Pembroke. The candidate shall maintain a 3.0 QPA and must be of demonstrated financial need.

ARMY ROTC PROGRAM

Faye Nye Lewis Endowed Scholarship

The scholarship, generously supported by Ms. Lewis, is awarded annually to a sophomore ROTC candidate who has completed his or her freshman year as a Reserve Officers Training Corps (ROTC) student. It is to provide funds for the student's sophomore year as an ROTC cadet, and is based on his/her overall achievement.

DEPARTMENTS OF ELEMENTARY EDUCATION and EDUCATION SPECIALTIES

Marcus W. Avent Endowed Memorial Scholarship*

The donor wishes to honor the memory of his son-in-law, Marcus Warren Avent. Marc grew up in Lumberton, North Carolina, and received a business degree from UNCP in 1994. He was a valued manager for Regional Acceptance Corporation and was well respected by his colleagues. He was also a dedicated husband and father.

Candidate for award of this scholarship shall be a resident of the state of North Carolina and a full-time undergraduate student in the junior or senior year of study at The University of North Carolina at Pembroke. Candidate must maintain a 3.0 QPA and be working toward a degree in Education.

Adolph and Dorothy L. Blue Family Endowed Scholarship*

This scholarship is being established in honor of Dorothy Locklear Blue and in memory of Adolph Blue. Dorothy, a 1955 graduate of UNCP, is a retired educator having worked in the Public Schools of Robeson County for 38 years. Adolph, former Assistant Superintendent of Buildings and Grounds at UNCP, retired in 1991 with 25 years of service. The Donors wish to establish this scholarship to stress the importance of education and to support students seeking degrees in the teaching profession. Education at UNCP is a family legacy established five generations ago by Dorothy's grandfather, Anderson Locklear (Locklear Hall), and continues to this day.

The recipients of the scholarship will be residents of Robeson County with a declared major in Education. Recipients must maintain the minimum University QPA and be full-time undergraduate students of demonstrated financial need in their junior or senior year of study. The award is renewable as long as funds are available.

James Knox Braboy Endowed Memorial Scholarship*

The Donor wishes to honor the memory of Mr. James Knox Braboy by establishing a scholarship that will recognize his dedication to the teaching profession and to acknowledge his lifelong passion

for educating under-served children. Mr. Braboy received his two-year diploma from the Indian Normal School (now UNCP) in 1928 and returned in 1958 to receive his four-year degree in Education. In 1970 he was named South Carolina's Teacher of the Year and one of the top three teachers in the nation.

After his death in 1976, Mr. Braboy was described as being "a just and kind man," serving his people faithfully, and walking humbly with God. His main purpose in life was to see that the Indian children at Leland Grove School (Dillon, South Carolina) got the best education that he could provide them with the limited resources available to him.

Candidate for award of this scholarship shall be a member of a state- or federally-recognized American Indian tribe and a legal resident of Robeson County in the junior or senior year of study seeking a degree in Education at The University of North Carolina at Pembroke. Candidate may be a part-time or full-time undergraduate, but must maintain the University's minimum QPA standard and be of demonstrated financial need. The award is renewable.

Mary Elizabeth Jones Brayboy Endowed Scholarship

Established in honor of Mary Elizabeth Jones Brayboy, eligible recipients of this scholarship are Native American women enrolled as full-time undergraduate students majoring in Education. Recipients of this renewable scholarship must maintain a 3.0 QPA.

John J., Lela, and Steve Brooks Endowed Memorial Scholarship*

The scholarship was established in memory of John J. Brooks by the Brooks family. John J. Brooks was a Native American alumnus of the institution and a teacher in the local public schools for many years. The family wishes to honor their deceased mother, Lela Brooks, and brother, Steve Brooks, by adding their names to the existing scholarship.

The recipient shall be a Native American graduate of the Public Schools of Robeson County who shows academic promise, who has demonstrated need for financial assistance in attending college, who intends to study and pursue a career in education with the Public Schools of Robeson County, and who by virtue of birth, affiliation, or experiences is genuinely committed to encouraging the study, understanding, and preservation of Native American history, tradition, and culture. Recipient must maintain the university minimum standards of 2.5 QPA and be a full-time undergraduate student. The award shall occur in the fall and is renewable.

Class of 1955 Endowed Scholarship

Having greatly benefited from the existence of this educational institution, and recognizing the impact of a college education upon the quality of their lives, the donors have established the Class of 1955 Endowed Scholarship at The University of North Carolina at Pembroke as a testament of their gratitude and appreciation.

Candidate for award of this scholarship shall be a member of a state- or federally-recognized American Indian tribe. The candidate shall be a first-semester senior at The University of North Carolina at Pembroke, majoring in Education, with plans to go immediately into the teaching profession. This award is not based upon financial need and is non-renewable. The candidate must be full-time status and must maintain a 2.5 QPA. There is no restriction on residency.

James H. and Katherine B. Dial Endowed Scholarship In Education*

The Donor wishes to honor James H. Dial, the patriarch of the Dial Family and lifelong educator and community leader, by establishing the James H. and Katherine B. Dial Endowed Scholarship in Education. Candidate for award of this scholarship shall be a Native American resident of Robeson County, North Carolina, showing financial need, who is either a full-time or part-time undergraduate student in the junior year of study, majoring in Education (K-7) and maintaining a 3.0 QPA. Scholarship is non-renewable.

Ruby Carter Dial Endowed Memorial Scholarship

The Donors wish to recognize distinguished service to education as a teacher, administrator, counselor and mentor to young people. Candidates for award of this scholarship shall be residents of Robeson County, the state of North Carolina, who are either full-or-part time undergraduate

students in their junior year of study, and maintaining a 3.0 QPA at The University of North Carolina at Pembroke. The \$500.00 annual award is merit based; candidates do not have to be of financial need. First preference will be given to a Robeson County member of a state- or federally-recognized American tribe who is enrolled in the teacher certification program, not receiving other financial aid, with demonstrated community service, involvement and experience in American Indian Youth programs and activities. The award will be made half in the fall and half in the spring and the award shall not exceed \$500 per year. The award will be renewable if funds are available.

Dial-Chavis SNCAE Endowed Scholarship

This scholarship was endowed in 1992 by Harriet Caligan Dial, UniServ Director of NCAE, and wife of UNC Pembroke Professor Emeritus, Dr. Adolph L. Dial. It honors longtime Robeson County educator Agnes Hunt Chavis who served the NEA in leadership roles at the local, state, and national levels. The award is presented annually to a junior or senior education (or related academic field) major who plans to teach in the public schools. Candidates must be members of the SNCAE-UNCP Chapter. The choice of a recipient will be based on academic achievement and financial need. The scholarship is renewable.

Dr. Carl M. Fisher Memorial Scholarship

The Donors wish to honor their husband and father, Dr. Carl M. Fisher, who died March 30, 2006, after 37 years of service to The University of North Carolina at Pembroke, by establishing this scholarship in his memory. Dr. Fisher was employed at UNCP from 1967 until his retirement in 1994. While at UNCP he worked as a professor in the Education Department and an administrator. One of his greatest aspirations was to teach in a way that would encourage students to want to continue their education. Therefore, this scholarship is being established to help a deserving student in the School of Education achieve her or his ultimate goal of an undergraduate or graduate degree at UNC Pembroke.

The recipients of the Dr. Carl M. Fisher Memorial Scholarship must have a declared major in Education and maintain a minimum 3.0 QPA. Recipients may be either part- or full-time undergraduate students in their junior or senior year of study or graduate students. There is no restriction of residency or financial need. The award is renewable if funds are available.

Brian Freeman Endowed Scholarship for Teaching Excellence*

The Donor wishes to establish this scholarship to commemorate his selection as the National Education Association's Teaching Excellence Award recipient for 2003. Brian is the first teacher from North Carolina to receive this honor. He would like to financially assist a K-6 Elementary Education major at UNCP to follow in his footsteps and to encourage him/her to make a positive impact in the lives of children.

Candidate for award of this scholarship shall be a resident of Robeson County who is a full time undergraduate student in the junior year of study, majoring in K-6 Elementary Education and maintaining a 3.0 QPA at The University of North Carolina at Pembroke. The recipient does not have to be of demonstrated financial need.

James Leon and Christine Roberts Hunt Endowed Memorial Scholarship

The Donors wish to honor the patriarch and matriarch of the Hunt Family by establishing the James Leon and Christine Roberts Hunt Endowed Memorial Scholarship. Leon, UNCP Class of 1950, and Christine, UNCP Class of 1957, were the first members of their respective families to earn a college degree. They were both retired educators in Robeson County, North Carolina collectively working a total of 60 years. Leon and Christine believed strongly in education and worked hard to provide educational opportunities for their six sons, four of whom are also graduates of UNCP.

Candidate for award of this scholarship shall be of demonstrated financial need, a full-time undergraduate student in the junior or senior year of study at The University of North Carolina at Pembroke majoring in Education and maintaining a 2.5 QPA.

James S. and Patricia Clark Hunt Family Endowed Scholarship

The Donors, both graduates of The University of North Carolina at Pembroke, recognize the importance of UNCP to the American Indian population in Robeson County and acknowledge that, without this great Institution, obtaining an education would have been almost impossible for them. They further acknowledge that the University's founding fathers worked very hard to establish this University to offer an education that would lead to a better quality of life and success in life. Obtaining a college education greatly affected and benefited the Donors' family and has given them the desire and the financial means to give back to the University. Many lifelong friendships were established by the Donors while at UNCP in the 1950s and are still enjoyed and valued today.

The recipients may be either full-or-part-time students, in their junior or senior year of study, majoring in Education. The recipients must maintain a 2.5 QPA in order to retain the award. There is no restriction of residency. The award is renewable as long as funds are available and the recipient remains in good standing by continuing to meet the criteria of the scholarship. The recipients must be of demonstrated financial need.

Herman and Louise M. Jenkins Endowed Memorial Scholarship*

This scholarship was established by the family as a living memorial in honor of Herman and Louise M. Jenkins who were life-long residents of Richmond County, NC. It is designed to help students who are in need of financial assistance to continue their education at UNC Pembroke. First preference will be given to students from Richmond County who are planning to teach in Richmond County. Students must demonstrate that they are deserving of this award on the basis of achievement, motivation, and hard work.

Wendy Lee Klenotiz Endowed Memorial Scholarship

This scholarship was established in loving memory of UNCP student Wendy Lee Klenotiz by her family and friends. The recipient shall be a female full-time rising junior or senior student majoring in special education. The recipient must maintain at least a 2.7 grade point average to receive and maintain the award. The award is renewable each year. Preference will be given to students involved in athletics and with special health needs. Financial need will be taken into consideration.

Anderson N. Locklear Endowed Memorial Scholarship

This scholarship was established by the descendants of Anderson N. Locklear in 1990 to honor the memory of this pioneer educator (1870-1934), who served for forty-two years as a teacher and principal in the Native American schools of Robeson County. Mr. Locklear was a member of the first class of the old Normal School (later to become UNC Pembroke), where he served as a trustee for many years. Locklear Hall, which houses the Department of Art on the UNC Pembroke campus, is named in his honor. Awarded annually to a Native American student majoring in teacher education, the scholarship may be renewed as long as the recipient is in good standing.

Louise Bell Locklear Memorial Scholarship*

The Louise Bell Locklear Memorial Scholarship is being established in honor of the life and accomplishments of Mrs. Louise Bell Locklear. Growing up as a child of the Depression in rural Robeson County, Louise, like most other children, struggled with poverty as well as racial inequities that were prevalent in the South at that time. She attended school in the Saddletree community, and, at an early age, family and teachers began to notice that Louise excelled in her studies. Her parents had the foresight to encourage the prospect that she one day be the first college graduate in her family. The magnitude of that ambition, at that time, could be compared in today's society to a child aspiring to be Governor of a state.

Her parents arranged for her to attend high school in Pembroke because there was a better educational opportunity than in her rural country high school. In the early 1900's, when traveling a couple of miles from home was virtually unheard of, Louise traveled 16 miles in hopes of securing a college education. Sadly, upon completion of high school, there was not enough money to pay for her dream. She lived her adult life as most women of that era did—married, bore and raised eight children, lived on a farm—and like most of her community, struggled daily with the legacy of poverty.

However, she never lost her resolve about the benefit of education. Through hard work, diligence, and prayer, Louise saw six of her eight children receive college degrees. Her life ended abruptly at age 62, but her dreams and aspirations will continue to live through future generations.

The recipient of the Louise Bell Locklear Memorial Scholarship shall be a second-semester sophomore, junior, or senior at UNCP, enrolled either part-time or full-time and majoring in Education. Recipients must be residents of North Carolina, must maintain a minimum 2.5 QPA, and be of demonstrated financial need. The award will be made half in the fall and half in the spring and is renewable as long as the above criteria are met and the recipient is in good standing with the University. First preference shall be given to a female member of a state- or federally-recognized American Indian tribe; however, if a suitable candidate cannot be identified, the preference does not apply.

Pearlie Locklear Endowed Memorial Scholarship

Awarded annually to a Native American student majoring in Early Childhood Education, the scholarship is made possible by gifts from the Pearlie Locklear family. The recipient will be selected on the basis of academic achievement and financial need. The scholarship may be renewed as long as the recipient is in good standing at the University.

Josephine B. Lucente Endowed Scholarship

This scholarship was established by Mrs. Josephine Burnett Lucente, an alumna of UNCP and retired elementary school teacher, so that aspiring teachers may reap the many benefits of a college education and a teaching career. The scholarship is to be awarded annually to a sophomore or junior elementary education major with a strong background in basic skills such as reading and mathematics. Recipient must maintain a minimum 3.0 GPA, be in financial need, and be of good character.

Lumbee Regional Development Association (LRDA) Early Childhood Development Endowed Scholarship*

The Donor wishes to help students seeking a degree in Early Childhood Education (Birth through Kindergarten) by establishing the LRDA Early Childhood Development Endowed Scholarship. Candidate selections shall be based upon: a Robeson County resident of full-time enrollment; classification as a Junior; an Early Childhood (Birth to Kindergarten) major; adherence to the minimum University QPA; and, of demonstrated financial need. The award shall be made half in the Spring and half the succeeding Fall. The Ministry Through Education Endowed Scholarship

This scholarship was established by a donor to assist students who aspire to serve their fellow man and community through ministry. The recipients will be either full- or part-time undergraduate students with a major in Religion, Religious Education, or Education with a concentration in Religion. Recipients must maintain a minimum University QPA.

The George H. Martino Endowed Memorial Scholarship

His daughter Georgiann M. George established this scholarship in loving memory of Mr. George H. Martino. Mr. Martino lived his life as a positive example to all who had the joy of knowing him. He was a quiet and compassionate man, a good husband, a loving father and a nurturing grandfather. He is remembered as an untiring volunteer who gave unselfishly to those less fortunate than he was.

Candidate for award of this scholarship shall be a full time undergraduate student at The University of North Carolina at Pembroke in any year of study. They must have a declared major in Education and be of demonstrated financial need. Candidate must maintain a 3.0 QPA.

Ministry through Education Endowed Scholarship

This scholarship was established by a donor to assist students who aspire to serve their fellow man and community through ministry. The recipients will be either full- or part-time undergraduate students with a major in Religion, Religious Education, or Education with a concentration in Religion. Recipients must maintain a minimum University QPA.

Charlie H. Moore and Marie Sampson Moore Endowed Memorial Scholarship*

This scholarship was established by Mary M. Moorehead to honor the memory of her parents

who lived in the Prospect community near the campus of UNCP. Mr. Moore graduated from the Cherokee Indian Normal School in 1930 and taught for many years in the Robeson County Schools. Mrs. Moore was a homemaker. This award is given in recognition of the Moores as nurturing parents and contributing citizens. The recipient of the annual award shall be a full-time junior or senior education major who plans to teach in the public schools. Priority will be given to a candidate whose emphasis is on elementary education. The recipient must maintain at least a “B” grade point average to receive and maintain the award. Financial need may also be a consideration. The award is renewable.

Al Parnell Endowed Memorial Scholarship*

Mr. Parnell, respectfully known as “Mr. P” by his students, taught history, social studies, and citizen education for 29 years in the Public Schools of Robeson County. His career included terms at Pembroke Sr. High School and Purnell Swett High School, formerly known as West Robeson High School. Along with his teaching responsibilities, “Mr. P” coordinated the Student Government Association (SGA), the concession stand in school and at all the sporting events, and the Teacher Cadet program; coached the girls’ tennis team in the fall and the boys’ tennis team in the spring; assisted with dances and proms; and took Purnell Swett High School students for tutoring once a week at Prospect School. He was a member of the Robeson County Fair Board and served in the past as Board president. He was active in his church, Beulah Baptist Church of Lumberton, N.C., serving as deacon, Sunday School superintendent, and Sunday School teacher. For the past four years since his retirement from the Public Schools of Robeson County, Al had taught Social Studies at Dillon High School in Dillon, South Carolina.

The recipients of this scholarship shall be Robeson County residents and graduates of the Public Schools of Robeson County pursuing a degree in Education. Recipients shall maintain a 2.5 QPA. The recipients shall be undergraduate students in any year of study. The scholarship is based on demonstrated financial need. The award is renewable.

Progress Energy Endowed Scholarship (Formerly the CP&L Scholarship)

This scholarship is awarded to an Education major with a GPA Status of 3.5. The student must be pursuing a teacher certification in Math or Science and demonstrate academic excellence, leadership potential and desire to succeed.

Progress Energy Teaching Scholarship

This scholarship is awarded to an Education major with at least a 3.5 GPA. The student receiving this scholarship will demonstrate academic excellence, leadership potential (involvement in university clubs/organizations and nonprofit and religious organizations), and the desire to succeed.

Prospect High School Class of 1959 and Faculty International Travel Fund

Ken Strickland wishes to create the Prospect High School Class of 1959 and Faculty International Travel Fund in honor of his teachers and classmates whose inspiration and encouragement helped him attain success in life. The goal of this travel fund is to provide financial assistance to teacher education majors at UNCP who are natives of Robeson County, and are committed to teaching in the Public Schools of Robeson County once they graduate. The Donor feels strongly that exposing future teachers to foreign cultures and societies are a means of enriching their educational experience and bringing those experiences back to their classrooms.

Funding shall be awarded to assist a teacher education major traveling abroad in a student exchange program. The recipient must: (1) demonstrate financial need; (2) be a native or current resident of Robeson County; (3) be a product of the Public Schools of Robeson County; and, (4) commit to teaching in the Public Schools of Robeson County if a teaching position is offered to them. The recipient can participate in international travel during any portion of the academic year, summer sessions included, in order to qualify. The recipient shall be admitted to the teacher education program and have a minimum 2.8 QPA.

The Dean of the School of Education will determine the educational value of the travel as it relates to the Donor’s wishes to bring other cultures to the classrooms in Robeson County and may

present a pool of candidates to the Financial Aid Office for consideration. The award shall provide travel assistance to as many students as funds will allow as determined by the financial aid office in consultation with the Dean of the School of Education.

The scholarship is to be used for travel related expenses and is not to be used to pay tuition, fees, etc. If no student qualifies for the travel award, then the funds will remain for awarding in a future academic year.

William Lonnie Revels, Sr., Memorial Scholarship

The Donor wishes to establish this scholarship—a tribute to her husband’s lifelong commitment to education, entrepreneurship, and his American Indian heritage—to encourage and financially assist young American Indian students pursuing an education at UNC Pembroke.

The recipients of the William Lonnie Revels, Sr. Memorial Scholarship shall be native residents of North Carolina majoring in American Indian Studies, Education, or Business at UNCP. The awards should rotate within these majors—the first year awarded to an American Indian Studies major, the second year to an Education major, the third year to a Business major with a Concentration in Entrepreneurship, etc. Recipients must maintain a 2.5 QPA and be full-time undergraduate students in any year of study. The award will be made to a member of a state- or federally-recognized American Indian tribe who is of demonstrated financial need in the fall and is non-renewable.

Robeson County Retired School Personnel Endowed Scholarship*

Established in 2001 by its namesake organization, this scholarship is designed to provide support to a teacher education major. The recipient will be a resident of Robeson County, NC with a major in teacher education. Recipient must maintain a minimum university QPA, demonstrate financial need and be a full time undergraduate student. The award will occur half in the fall and half in the spring, can be made in the junior year of study and is renewable.

Sheltering Home Circle of The King’s Daughters and Sons Endowed Scholarship* (Not to be awarded until Fall 2014)

This fund shall be used to provide support for a full-time rising Junior or Senior student (or students) studying to become an elementary classroom teacher in grades K-6. The recipient shall be selected in accordance with the following criteria: has completed two years of study in the School of Education; has maintained at least a 2.5 GPA; is a resident of North Carolina; exhibits financial need; exhibits integrity, moral standards, and service through community and campus involvement to the satisfaction of the scholarship committee; and is an enrolled member of a state- or federally-recognized Indian tribe, with preference to a member of the Lumbee Tribe.

Jepty Patrick Strickland Endowed Scholarship*

Ken Strickland, a businessman of Mclean, VA, a native of Robeson County, and a graduate of Prospect High School class of 1959, wanted to provide an educational opportunity to UNCP students while honoring his father, Jepty Strickland. Therefore, he established the Jepty Patrick Strickland Endowed Scholarship.

His father, a Lumbee Indian, was a farmer in Robeson County and a lifelong member of St. Anna Church, believing strongly in the importance of religion in everyday life and in providing service to his community and fellowman. Mr. Jepty was committed to education for his children and worked diligently to provide guidance to his family towards that end.

Awards from this scholarship shall provide tuition assistance to candidates in their junior or senior year of study who are seeking a degree in: (1) teacher education; (2) Business; or (3) Science at UNC Pembroke. Through the year 2020, first preference shall be given to a candidate from a state- or federally-recognized American Indian tribe. However, in the absence of a qualified American Indian candidate, the scholarship shall have no racial or ethnic preferences. After 2020, this scholarship is open and available to all races, creeds and nationalities. The recipient must show promise, be of demonstrated financial need, and be a native or current resident of Robeson County. The recipient must maintain a minimum 3.25 QPA to be eligible for the scholarship. The scholarship is renewable as long as the requirements continue to be met.

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

Cecil A. And Frances Butler Endowed Scholarship in Physical Education

Established in 1989 by the Cecil A. Butler Family, this academic scholarship is awarded annually to the student major (sophomore rank or above) who has the highest QPA in the Department of Health and Physical Education. The scholarship is renewable provided the highest QPA is maintained.

Kenneth P. Johnson Endowed Scholarship in Physical Education

The Kenneth P. Johnson Endowed scholarship, named in honor of the revered UNCP Physical Education professor and coach, is awarded annually to a UNC Pembroke student majoring in Health, Physical Education, and Recreation.

William Molan "Big Mo" Strickland Memorial Endowed Scholarship*

The scholarship was created to remember "Big Mo" Strickland and to honor his unrelenting efforts and desires as a volunteer to improve the quality of Robeson County's athletic programs through encouragement, advice and mentorship of student athletes.

The recipient of this scholarship shall be an athlete with a major in the Health and Physical Education Department earning a minimum 2.5 QPA. He/she must be a native of Robeson County, NC, a graduate of Purnell Swett High School and qualify under FAFSA guidelines for financial assistance.

SCHOOL OF GRADUATE STUDIES

Caring Touch Home Health Care Endowed Scholarship

The Donor wishes to award an MBA student who demonstrates leadership potential. The recipient must have completed or will complete 30 semester credit hours in the MBA program by the conclusion of the semester when the award is presented.

The recipient of the Caring Touch Home Health Care Endowed Scholarship will be a graduate student in the Master of Business Administration program. Recipients must maintain a minimum of 3.0 QPA and occupy either full- or part-time status as a graduate student at UNC Pembroke. The award will be made in the Spring semester and is not renewable.

SPECIALIZED SCHOLARSHIPS

ATHLETIC SCHOLARSHIPS

The Braves Club Endowed Athletic Scholarship

The scholarship, created by the members and friends of The Braves Club, is designed to reward academic achievement of UNC Pembroke athletes. This award is given annually to one male and one female athlete for their senior year. The recipient will have completed at least two years of study at UNC Pembroke. It is provided to those students with the highest QPA with a minimum of 3.0.

The Tecumseh B., Jr. & Eva Brayboy Endowed Memorial Baseball Scholarship*

The children of Tecumseh and Eva Brayboy established this scholarship in 2000 to recognize and honor the values and beliefs of their beloved parents. The recipient of the Tecumseh B., Jr. and Eva Brayboy Endowed Memorial Scholarship will be a resident of North Carolina who meets all minimum University academic standards, is of proven financial need, is an athlete in good standing on the baseball team, and a full time student. First preference shall be given to an athlete who is a member of a state- or federally-recognized American Indian tribe. One award shall be made and shall be paid half in the fall and half in the spring. The award can be made to a student in any year of study and is renewable.

The A.G. "Tunney" Brooks Student Athlete Scholarship Award

The Donor wishes to honor the longtime Athletic Director and Coach of Football, Basketball and Baseball at Lumberton High School. Throughout his tenure as coach and Athletic Director of the

Pirates, Coach Tunney instilled the values of sportsmanship, teambuilding, and healthy competition, while he challenged his players to give their all. The young men who played for him, and the fans who rooted for his teams, value forever the legacy he built – both on and off the field – during his tenure.

The recipients of The A.G. “Tunney” Brooks Student Athlete Endowed Scholarship should be UNCP Student Athletes of high character who demonstrate a genuine financial need. Following the awarding policy laid out in Item IV below, priority should be given first to Lumberton High School Athletes, then to Robeson County Athletes, and finally if no candidates can be found, the award will be open to all other student/athletes attending UNCP. Recipients are expected to maintain a minimum of 2.5 QPA and maintain their standing as a student athlete. The award is not renewable in order to make the funding available to as many student athletes as possible.

Mac and Sylvia Campbell Endowed Scholarship

This scholarship was established by the Campbells to recognize a member of the men’s basketball team and a member of the men’s golf team at The University of North Carolina at Pembroke who have demonstrated talent, commitment, and integrity. The recipient shall be a full-time student athlete. The scholarship will be available to a member of the men’s basketball team in years ending in an even number and to a member of the men’s golf team in years ending in an odd number. The scholarship award shall be the interest accumulated from the principal and be awarded in full in the fall. Award shall not be based upon financial need and is renewable.

Dallas “Mac” and Sylvia Campbell, Jr. Family Endowed Football Scholarship

The Mac and Sylvia Campbell, Jr. Family of Elizabethtown, NC, wishes to provide deserving members of the UNCP football team financial aid during the summer terms. The award is available to any member of the UNCP football team, and recipients are chosen through the recommendation of the Head Football Coach at UNCP. Incoming freshmen are eligible if permitted by NCAA regulations.

Jimmy Carroll Memorial Endowed Scholarship*

Established by parents and friends to honor the memory of Jimmy Carroll, a Lumberton High School athlete and life-long resident of Robeson County, this scholarship shall be awarded to an undergraduate student athlete who is eligible under NCAA academic requirements. Preference is given to a Lumberton High School graduate or, if none is available, a resident of Robeson County.

John L. Carter Student Athlete Endowed Memorial Scholarship (Not Fully Endowed)

This scholarship was established by family and friends of John L. Carter, the Donors, to honor John: an esteemed member of the Pembroke community; 1926 graduate of the Indian Normal School (to become Pembroke State College and then the University of North Carolina at Pembroke); former Registrar of Pembroke State College; and, avid supporter of athletics at Pembroke High School. Carter was deeply involved with the Pembroke High School Booster Club, known today as the Purnell Swett Booster Club, was a member of the Burnt Swamp Baptist Association, and a member of the Mt. Airy Baptist Church in Pembroke. Throughout his life, John L. believed in the values of sportsmanship and healthy competition, and built a legacy that this scholarship attempts to honor.

The recipients of the John L. Carter Student Athlete Endowed Memorial Scholarship shall be UNCP student athletes of high character and who are of demonstrated financial need. The scholarship shall be awarded to Robeson County natives who are members of an athletic team at UNCP. Recipients are expected to maintain a minimum of 2.5 QPA and maintain their standing as a student athlete with the NCAA Academic Guidelines. The award is renewable as long as the recipients continue to meet the above criteria.

Sammy Cox Baseball Endowed Scholarship

This scholarship is provided annually to a qualified member of the UNCP Baseball Team. The student will meet University academic standards. The award is renewable on an annual basis.

William Howard Dean Scholarship

This scholarship was established to honor the patriarch of the Dean Family, “Howard” Dean. Mr. Dean served as Athletic Director, Basketball Coach, Vice-Chancellor for Academic Affairs, and

Dean of Graduate Studies at The University of North Carolina between 1960 and 1992. Candidates must maintain a 3.0 QPA and be planning to participate in men's basketball at The University of North Carolina at Pembroke. The Head Basketball Coach and the Athletic Director shall serve as the selection committee.

Harold T. Ellen Endowed Baseball Scholarship

The Donors wish to honor the accomplishments and contributions of longtime UNCP Baseball Coach Harold T. Ellen with the establishment of this scholarship. Coach Ellen's lifelong commitment to education and athletics garnered him many personal awards including induction into the NAIA and UNCP Halls of Fame; however, he most cherished the friendships established and the knowledge that, through teaching and coaching, he made a positive impact on so many lives. This scholarship recognizes his legacy as a husband, father, coach, and teacher.

The recipient of the Harold T. Ellen Baseball Endowed Scholarship shall be a full-time undergraduate student and UNCP baseball player meeting NCAA and UNCP Athletic Department eligibility requirements. The recipient must maintain a minimum 2.5 QPA in his field of study. There is no preference to residency, subject major, or year of study. Demonstrated financial need is not a consideration and the scholarship is renewable. The recipient is to be selected by the Financial Aid Office with input provided by the UNCP Baseball Head Coach using the above criteria.

Dr. Ed Crain Endowed Track & Field/Cross-Country Scholarship

The Donor wishes to establish this scholarship to honor the accomplishments and contributions of Dr. Edwin W. Crain. He contributed much to the success of the UNCP Athletic Program and its student athletes primarily as Track and Cross-Country Coach.

The recipient(s) shall be full-time student athletes who are eligible under NCAA academic requirements. The scholarship will be available to any member of the Track or Cross-Country Teams at UNCP. The award is available to students in any year of study. The scholarship award shall be a minimum of \$250.00 and be awarded in full in the Fall. Award shall not be based upon financial need and is renewable.

Joe Gallagher Basketball Scholarship (Not to be awarded until 2016)

This scholarship was established by teammates, players, and friends of Joe Gallagher to honor his achievements at UNCP and in life. Joe, a 1968 graduate, was the all-time scoring and rebounding leader in UNCP's basketball program and, for this reason, he was inducted into the UNCP Hall of Fame. Joe was an All-American during his days at UNCP, later coached at UNCP, coached for several other colleges and, eventually, the pros. Joe is loyal to his family, friends and his alma mater. The Donors want the recipient of this scholarship to emulate Joe's work ethic, loyalties, and his belief in family.

The recipients of the Joe Gallagher Basketball Scholarship will be full-time undergraduate students in any year of study and must maintain the minimum University standard and the NCAA Academic Guidelines. There is no restriction of residency or major and the recipient must be of demonstrated financial need. The award is renewable as long as the recipient continues to meet the aforementioned criteria.

Lacey E. Gane Athletic Scholarship

The scholarship was established by the friends of Lacey E. Gane in honor of his many accomplishments and contributions. He contributed greatly to the success of the UNCP Athletic Program as golf coach, basketball coach and athletic director.

The scholarship will be awarded to full-time student athletes who are eligible under NCAA academic requirements. The scholarship will alternate each year between golf and basketball. It is available to students of any year of study.

The Glenn/Haigmeier Endowed Scholarship

This scholarship was established in 2000 by Allan Glenn based upon his experience of support and assistance during his years as a student and athletic trainer at the University. It also honors the memory of his father, Mr. Raymond Haigmeier who devoted many years to officiating baseball at the

University. This scholarship is designed to provide an opportunity for an athletic training student to have a portion of their education funded. Criteria for award of this scholarship include: the recipient of this scholarship shall be an undergraduate student at the University without regard to financial need, QPA, year of study or county/state of residence. One scholarship will be awarded half in the fall and half in the spring. The scholarship is renewable.

Willie R. Harris, Sr. Endowed Golf Scholarship

The scholarship has been established in memory of Willie R. Harris, Sr., a good friend of UNC Pembroke, ardent golfer, and former manager of Riverside Golf Course, Pembroke, N.C. The contributing founders of the scholarship were friends and relatives of Mr. Harris.

The scholarship is to be awarded annually to a qualified member of the UNC Pembroke Golf Team. The decision to renew the scholarship will be made each year based on the student's performance and academic standing.

Kenney Family Endowed Scholarship (Not to be awarded until Fall 2015)

This scholarship was created by friends, family, coaches, administrators, and Braves Club members in honor of the family of Mira and Dan Kenney and their five children—Geoff, Rebecca, Matt, Kyle, and Mack. Dan Kenney served UNC Pembroke in many leadership roles spanning five decades beginning in 1977, including those of a coach, director of athletics, faculty member, and chief of staff.

The recipients of the Kenney Family Endowed Scholarship will be student athletes who have been at UNC Pembroke for more than one year and exhibit the characteristics of the Kenney Family—including a strong passion for UNC Pembroke, integrity, positive attitude, and a commitment to teamwork. The recipients must meet NCAA Eligibility Standards and will be selected by the Director of Athletics or designee. Preference is for the recipient to be a rising senior with an interest in coaching, teaching, or administration as a career ambition.

Willie D. Mayes, Jr. Memorial Endowed Wrestling Scholarship

The scholarship is endowed by the fellow students, teammates, realties, and fraternity brothers of the late Willie Mayes. The scholarship is awarded based on need to a rising sophomore, junior, or senior wrestler who most exemplifies Willie's leadership and determination.

Ron Miller Endowed Athletic Scholarship

The children of Ron Miller wish to honor their father who dedicated his life to teaching, coaching, and the betterment of the communities he served. A native of Brooklyn, New York, Ron Miller joined the Pembroke State basketball squad in 1961 after transferring from Edwards Military Institute in Salemburg, NC. Ron graduated from Pembroke State College in 1963 with a B.S. in Health and Physical Education and went on to become a successful high school teacher and coach. Over his 37-year coaching career with both men and women, he won over 600 games, including the 1993 NCHSAA State 4A Championship with South View High School in Fayetteville, NC. Coach Miller remained very active with UNCP throughout his career and after retirement.

The scholarship is open to any UNCP student-athlete or support personnel (manager, statistician, etc.) in any year of study and is renewable. The recipient shall be a South View HS graduate, have a minimum 2.5 QPA, and be a full-time undergraduate student. A committee appointed by the Director of Athletics will select the scholarship recipient.

Carl R. Peed Endowed Basketball Scholarship for Leadership

The Donor dedicates this scholarship to two great coaches and mentors, Lacey Gane (UNCP) and Charlie Bishop (Hamlet High School), and his former UNCP teammates, all of whom taught him the importance of teamwork and gave the Donor the skills to be successful in life beyond the court. This scholarship is to be awarded to the individual who best exemplifies the values that Coaches Gane and Bishop taught: trust, respect, responsibility, self-discipline, hard work, confidence, strong work ethic, and the will to always strive to win, even when faced with defeat.

The candidate shall be a player who makes a significant contribution to the UNCP men's basketball team who excels on the basketball floor, and who demonstrates leadership qualities not

only on the basketball court—practice and games—but in day-to-day life around campus and in the community. Demonstrated leadership qualities include, but are not limited to, giving one's all and high moral and ethical standards as reflected by UNCP and its athletic program.

Candidate for award of this scholarship shall be a full-time student in the second semester freshman through senior year of study at The University of North Carolina at Pembroke maintaining the minimum university QPA. There is no restriction of residency or major. Demonstrated financial need may be considered.

Raymond B. Pennington Endowed Scholarship

The Donor wishes to honor the patriarch of the Pennington Family who served as Athletic Director, Baseball Coach, Golf Coach, Dean of Men and Chair of the Physical Education Department during his tenure at The University of North Carolina at Pembroke. The candidate for award of this scholarship shall be a full time undergraduate student in any year of study at The University of North Carolina at Pembroke and a member of the men's baseball team maintaining NCAA eligibility. The award shall not exceed \$600 per year to one student. The award will be renewable pending available funds. The UNCP Baseball Coach and Athletic Director will conduct selection of the recipients.

Coach Mario and Elizabeth Poletti Memorial Scholarship for Service

The children of Coach Mario and Elizabeth Poletti wish to honor their mother and their father, who dedicated his life to teaching, coaching, and service to family, church, and community.

The scholarship is open to a UNCP football student-athlete in any year of study and is renewable. The recipient shall be a business major (or intend to study business if no major declared), have a minimum 3.0 QPA, be a full-time undergraduate student, and show a record of previous service to family, church, school, and community. Selection will be made by a committee appointed by the Dean of the School of Business and will include the current UNCP Football coach.

Nathaniel Powell Cross Country/Track & Field Scholarship

The donor wishes to promote the efforts of UNCP Cross Country/Track & Field. Nathan Powell was an outstanding performer for the UNCP Cross Country/Track & Field teams in the mid-late eighties. An All-District 26 performer and team member on multiple District Championship squads, Nathan still has one of the top 10 fastest cross country times in UNCP history (26:17/8K in 1986 at The Citadel Invitation). Nathan wishes to give back to the university that gave to him and provide assistance to a UNCP student-athlete.

Recipients must maintain NCAA eligibility and will be selected at the discretion of the Head Cross Country/Track & Field Coach.

Trina Riddle Endowed Scholarship for Women's Athletics

The Donor wishes to assist students at UNCP by establishing the university's first endowed scholarship designed specifically to enhance the women's athletic program. The primary requirement for candidates for award of The Trina Riddle Endowed Scholarship for Women's Athletics shall be any female participating in varsity athletics at The University of North Carolina at Pembroke. All candidates must be full time undergraduate students in any year of study and maintaining at least the minimum university standard QPA in any field of study. There are no geographic stipulations associated with this award. The award will be made half in the fall and half in the spring. The award will be renewable if funds are available.

John W. (Ned) Sampson Endowed Men's Basketball Scholarship*

This scholarship was established by his family in honor of the many years of service of "Mr. Ned" (class of 1953 and Hall of Fame member) to Magnolia School as well as his contributions to the University. The scholarship is designed to assist deserving young athletes who might not otherwise realize the dream of a university degree. The scholarship is awarded annually to a basketball player, with priority given to a Robeson County resident.

William Molar "Big Mo" Strickland Memorial Endowed Scholarship*

The scholarship was created to remember "Big Mo" Strickland and to honor his unrelenting efforts and desires as a volunteer to improve the quality of Robeson County's athletic programs

through encouragement, advice and mentorship of student athletes.

The recipient of this scholarship shall be an athlete with a major in the Health and Physical Education Department earning a minimum 2.5 QPA. He/she must be a native of Robeson County, NC, a graduate of Purnell Swett High School and qualify under FAFSA guidelines for financial assistance.

UNCP Alumni Soccer Endowed Scholarship

The scholarship was established to enable alumni, parents and friends of the University to provide assistance to the sport of soccer at the University. Recipient(s) may be currently enrolled or incoming soccer player(s). Award is based on athletic ability in the sport of soccer. Recipient(s) will be bound by the stipulations of the University athletic grant-in-aid agreement. The award is renewable on an annual basis.

UNCP MERIT SCHOLARSHIPS

Students qualifying for UNCP Merit Scholarships are selected on the basis of academic aptitude, achievement, motivation, and recommendation of the high school counselor. The following privately funded scholarships are offered under the UNCP Merit Scholarships:

Marion F. Bass Endowed Scholarship

This scholarship was established by Mr. Marion F. Bass, an alumnus of UNC Pembroke and President of Marion Bass Securities Corporation of Charlotte, NC and New York. The scholarship is to be awarded annually to an academically gifted student. The award will normally be renewed to the recipient as long as he/she is in good standing at the University. The decision regarding renewal will be made annually.

Harry Hutchison Gibson Endowed Scholarship

The Gibson scholarship is to be awarded annually to an academically gifted student. It will normally be renewed to the recipient as long as he/she is in good standing at the University. The decision regarding renewal will be made annually.

Gibson-MacLean Endowed Scholarship

This Chancellor's Scholarship was established by Dr. Hector MacLean and Dr. M. Carr Gibson of Lumberton, N.C. The scholarship is to be awarded annually to an academically gifted student. The award will normally be renewed to the recipient as long as the student remains in good academic standing at the University. The decision regarding renewal will be made annually.

Joseph B. Oxendine Endowed Scholarship

This scholarship was established by Chancellor Emeritus Dr. Joseph B. Oxendine along with numerous friends and colleagues. Dr. Oxendine believes strongly in the importance of education and has devoted his career to students. The scholarship shall be awarded annually to an academically gifted student. The decision regarding renewal shall be made annually.

AWARDS AND GRANTS

ALUMNI-SPONSORED AWARDS

The Robeson County Alumni Award*

The donors strongly believe in the quality of education that The University of North Carolina at Pembroke provides its students. Therefore, members of the Robeson Alumni Chapter have joined together to create an award that will provide financial assistance to a student in pursuit of a higher education degree.

This endowment is designed to assist a student from Robeson County whose immediate family member is an alumnus/a of The University of North Carolina at Pembroke. Immediate family member

shall be defined as father, mother, grandparent, or a relative providing proof of legal guardianship. A minimum 2.5 QPA is required with the candidate enrolled as a full-time undergraduate student in the sophomore, junior, or senior year of study. There is no required field of study.

The award shall be provided on a yearly basis in two equal sums, half in the fall and half in the spring. The award is renewable if funds are available. The recipient shall be selected by the University Scholarship Selection Committee.

GENERAL AWARDS

Kyle and Sarah Carter Annual Award for Study Abroad

Because the Donors believe in the value of student study abroad, which provides student scholars with an opportunity to develop a broader understanding of the world as they receive a part of their education in an international environment, they have established an annual scholarship award. The student scholar who will receive this award should be chosen by the International Programs staff members based on the following criteria: the recipients must reach junior status by the time of their travel and must have a minimum of a 3.0 GPA.

Dr. Collie Coleman Award

This award was established by Mr. Robert Canida, the first African-American Director for UNCP's Office of Multicultural and Minority Affairs, and Mrs. Annie Coleman, Assistant Dean of Research Services in the Mary Livermore Library at UNC Pembroke and widow of Dr. Coleman, in honor of her late husband, the first African-American Associate Vice Chancellor for Outreach at UNC Pembroke. The Donors wish to memorialize Dr. Coleman as a true educator, mentor, community activist, leader and visionary. Dr. Coleman will always remain in the hearts of those that truly knew him as "A Somebody!"

The purpose of this fund is to provide an award to a member of UNC Pembroke's National Pan-Hellenic Council (NPHC) who exhibits academic excellence. In the event that the NPHC shall become non-existent, the Donors would like for the award to go to the office/department responsible for overseeing University Diversity Initiatives.

The recipients of the Dr. Collie Coleman Award shall be natives of North Carolina; but there is no restriction to county. Recipients shall: (1) be undergraduate students in either the sophomore, junior or senior year of study; (2) maintain a 3.0 QPA; (3) be a current member of good standing of the UNCP National Pan-Hellenic Council (NPHC); and, (4) be of demonstrated financial need. The award, made in the spring of the year, is renewable.

The Dean Elinor F. Foster Scholarship Award

The Donors wish to establish the Dean Elinor F. Foster Award in honor of former dean of the Mary Livermore Library, Dr. Elinor Foster. It is a non-endowed fund to assist at least one to two undergraduate students per year at UNCP, depending upon fund availability. The purpose of this fund is to provide financial assistance with tuition and fees.

Candidates for consideration of this award shall be full-time undergraduate students in the sophomore, junior, or senior year of study at UNCP meeting a 3.0 minimum QPA standard restriction. Candidates may be pursuing a degree in any major. Candidates do not have to demonstrate financial need, and the award is renewable, but candidates must reapply each semester.

When awarded, the award shall be \$500.00 per semester or a single semester award of \$1,000 per school year and shall be credited to the recipient's account.

Ellen Hubbard Child Care Fund

The Donor wishes to provide financial assistance to single-parent families working toward degrees at UNCP with children in need of day care. The donor recognizes that parenting puts additional stressors, financial and otherwise, on parents, and therefore the fund is designed to encourage applicants to begin or continue educational pursuits by providing assistance with day care expenses.

The recipients of the award will be either new students with confirmed enrollment at UNCP

or returning students. Applicants may include single-parent mothers or single-parent fathers with children currently enrolled in day care, or who will enroll children in day care upon the receipt of funds. There is no restriction of residency, major, status, or year of study; however, the recipients shall maintain a minimum 2.5 QPA. The Donor wants to encourage the pursuit of an education by providing financial assistance for applicants with the most demonstrated financial need and who are strongly motivated to obtain a college degree. The award is renewable as long as demonstrated financial need exists.

Sarah and Louis C. LaMotte, Sr. Award*

This award was established in memory of Sarah Hunter LaMotte and Louis C. LaMotte, Sr., who lived in Maxton for over 40 years and who loved the people of Maxton. Dr. LaMotte was a Presbyterian minister and President of Presbyterian Junior College from 1939-1961, and Sarah LaMotte was an English teacher. They were especially pleased to have been of help to promising students who needed financial assistance to attend UNCP. The recipient of the award must be a full-time student enrolled with the intention of earning a BS or BA degree. The recipient must be a resident of Maxton, NC. The award is based on demonstrated financial need, good citizenship and responsibility. Although not limited in area of study, some preference will be given those aspiring to be teachers.

William A. Roach/Lumberton Rotary Club Award*

The award was established in memory of William A. Roach, a charter member of the Lumberton Rotary Club. It is awarded annually to a deserving student who is a resident of Robeson County who is in financial need and has demonstrated scholastic and leadership abilities.

Rust Enterprises Award

The Donor wishes to make it possible for employees of Rust Enterprises' McDonald's to be eligible for a scholarship award that will assist them in their quest for higher education as students at the University of North Carolina at Pembroke.

A recipient of the Rust Enterprises Scholarship Award will be either an entering or enrolled student who is employed by Rust Enterprises, Inc.

To be eligible to receive the scholarship, the employee must be either entering UNCP and therefore accepted for admission in the coming fall term, or an enrolled student who matches UNCP's requirements for graduation by maintaining a 2.0 GPA. The student must have been employed by Rust Enterprises, Inc., for at least 3 months, averaging at least 24 hours per week.

UNCP Friends of the Library Book Award

The Donors wish to establish The UNCP Friends of the Library Book Award, a non-endowed fund, to assist at least one or more undergraduate or graduate students per year at UNCP, depending upon fund availability. The purpose of this fund is to provide financial assistance with textbooks and/or course-related materials.

Candidates for consideration of this award shall be full-time or part-time undergraduate or graduate students in any year of study at UNCP meeting a 3.0 minimum QPA standard restriction. Candidates may be pursuing a degree in any major. Candidates must demonstrate financial need and the award is renewable but candidates must reapply each semester.

When awarded, the award shall be \$250.00 per student per award and shall be credited to the recipient's account.

COLLEGE OF ARTS AND SCIENCES AWARDS AND GRANTS

Angela Sharon Smith Award*

The Donor wishes to honor the memory of a former friend, alumna, and Pi Lambda (Zeta Phi Beta) sorority sister by establishing this award in her name.

The recipients of the Angela Sharon Smith Award will be residents of Bladen County majoring in math, science, or pre-law. Recipients must maintain the minimum University QPA standard and

be of demonstrated financial need. The recipients shall be a sophomore, junior, or senior of either full-time or part-time status. First preference goes to a recipient working toward an undergraduate degree; however, in the event that an undergraduate candidate does not qualify, consideration may be given to a graduate student determined to have a circumstance of special need. The award will be made half in the fall and half in the spring and is renewable annually as long as funds have been made available by an outright contribution each year.

DEPARTMENT OF AMERICAN INDIAN STUDIES

Pembroke Chamber of Commerce Award

This award was established by the Pembroke Chamber of Commerce and is to be awarded to qualified students majoring in American Indian Studies.

Martin H. Perry American Indian Studies Research Fund

The Donor, prompted by a love of North Carolina American Indian history, contributed a gift to the Department of American Indian Studies at the University of North Carolina at Pembroke.

In grateful appreciation of the donor's generosity, and to honor him, the Department of American Indian Studies shall establish a research fund and shall name this fund the Martin H. Perry American Indian Studies Research Fund. The fund, restricted to the Department of American Indian Studies, is to provide financial assistance to either a faculty member performing American Indian research, or a junior or senior majoring in American Indian Studies, maintaining a 3.0 QPA, and performing American Indian research.

DEPARTMENT OF BIOLOGY

Environmental Achievement / Sustainable Agriculture Achievement Award

The Donor wishes to recognize scholastic achievement in students in both the Environmental Biology degree and the Sustainable Agriculture track of Biology.

The Environmental Achievement / Sustainable Agriculture Achievement Award will be given to two students each year. The award will be split evenly between the student with the highest GPA who is pursuing a degree in Environmental Biology track and the student with the highest GPA who is pursuing a degree in the Sustainable Agriculture track. The award will be made in the fall semester and is renewable to the same student if applicable. It may be given to a full time student at any level. Financial need shall not be a consideration.

DEPARTMENT OF ENGLISH, THEATRE, AND FOREIGN LANGUAGES

English Education Internship Award

This award was established by colleagues and friends of Virginia P. (Ginny) Jones, who served as Coordinator for Undergraduate English Education for ten years until her retirement in December 2012. The award is to be made in the spring semester to a senior English education major who is in need of financial assistance during her/his internship.

The recipients of the English Education Internship Award will be in their senior year with a major in English education. Recipients must maintain a minimum of 2.5 QPA and be full-time undergraduate students. The award will be made in the spring semester and is not renewable. Financial need should be a consideration.

DEPARTMENT OF HISTORY

The Loren L. Butler II History Award

This award was established by Loren L. Butler, II, Professor Emeritus of History, whose 28 years on the faculty of UNCP have prompted him to set up a fund.

The recipient will be a student majoring in History, with preference going to a student interested in pre-1600 European History. Recipient must maintain a minimum of 3.0 QPA and be in the sophomore, junior, or senior year of study. The award will be made in the fall and is renewable at the discretion of the department, if funds are available.

The Nancy Jones-Dorothy Hupp Memorial Award*

The Donors wish to honor the memory of Nancy Jones and Dorothy Hupp. Two awards will be presented, one in the fall and one in the spring. Candidates awarded shall be residents of North Carolina, non-traditional females majoring in History (including SSE and American Studies concentrations). Candidate selections shall be based upon: part-time or full-time enrollment (minimum of 6 hours, except for graduate students); classification as a Junior, Senior, or Graduate Student; and, a minimum of a 3.2 QPA. Each award will be worth \$250.00.

Sons of the Revolution, North Carolina Society, American History Award

The donors wish to contribute to the educational support of students majoring in American History whose field of study concentrates on the Revolutionary Period and/or the period of establishment of the new democratic government of the United States of America through the establishment of The Sons of the Revolution American History Award.

This will be a one-year award of \$1,000 and may be repeated in future years. The UNCP history faculty will select the recipient, who may be either a full-time or part-time undergraduate in any year of study. At the end of the academic year, the recipient will be required to submit to the Secretary of the Sons of the Revolution a typed research paper on an appropriate topic as part of the Chapter's evaluation process. The Chapter will reserve the right to publish the paper in its publications.

DEPARTMENT OF MASS COMMUNICATION**James A. Comstock Memorial Award**

This award is awarded annually to students majoring in the field of Broadcasting and active with WNCP-TV. Recipients must possess exceptional grades across the curriculum. Students must maintain a 3.2 QPA in all courses.

DEPARTMENT OF MUSIC**The Presser Foundation Award**

This substantial award, funded by the Presser Foundation, is given to a rising senior. It is based on merit and excellence and is determined by nomination and vote of the Music faculty.

DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**Betty Jo Hunt Award***

The recipients of the Betty Jo Hunt Award will be residents of Robeson County, North Carolina, with a major in pre-law, political science, criminal justice, and/or an associated concentration of study. Preference should be given to a prospective student planning on pursuing a law school program upon graduation. Recipient must maintain a minimum of a 3.0 QPA and must be a member of a state- or federally-recognized American Indian tribe. The award will be made in the fall semester and is renewable.

DEPARTMENT OF SOCIAL WORK**Maurice Bodenstein-Holocaust Memorial Award in Social Work**

This award honors the memory of Maurice Bodenstein, who survived the European death camps in World War II. After liberation, he became a social worker, assisting youngsters who survived the Holocaust. He helped them recover optimism and self-respect. This award is given to a Social Work major for the purchase of textbooks.

McMahon Achievement Award in Social Work

This award was established by Dr. Maria O. McMahon to further demonstrate her strong support for the efforts of the social work program at UNCP.

The cash award is given each year to a graduating minority social work student (Native American, African American, Asian, or Hispanic) who has demonstrated outstanding service to the UNCP Social Work Program and community.

Social Work Faculty Award

The Donors wish to provide financial assistance to social work majors to help fund their education. Candidate for award of this award shall be either a part-time or full-time undergraduate student of financial need in the junior or senior year of study, majoring in Social Work and maintaining a 2.5 QPA at The University of North Carolina at Pembroke. The candidate shall also be an active member of the Campus Association of Social Workers (CASW). There is no restriction to residency, and this award is non-renewable.

DEPARTMENT OF SOCIOLOGY AND CRIMINAL JUSTICE

Betty Jo Hunt Award*

The recipients of the Betty Jo Hunt Award will be residents of Robeson County, North Carolina, with a major in pre-law, political science, criminal justice, and/or an associated concentration of study. Preference should be given to a prospective student planning on pursuing a law school program upon graduation. Recipient must maintain a minimum of a 3.0 QPA and must be a member of a state- or federally-recognized American Indian tribe. The award will be made in the fall semester and is renewable.

SCHOOL OF BUSINESS AWARDS

Elkay Southern Award for the School of Business

The Donor's intent is to establish an award that will affirm and promote the enduring value of education and academic excellence. This award is meant to encourage and inspire recipients to recognize the importance and purpose of education as an essential tool for advancement and progression as it relates to improving the quality of ones life. The donor believes that education is a means of broadening ones horizons, not only in the pursuit of a career but also in the quest for a future that is open to the many opportunities that come with a strong educational foundation. The donor wishes to recognize the significant role education serves in business and economic development and long-term community sustainability.

Candidates qualified for this award shall be business majors pursuing an undergraduate degree at The University of North Carolina at Pembroke. The donor prefers that the recipient is a Robeson County native and plans, upon graduation, to reside and work in the Robeson County area. The School of Business may use its discretion as to determine the recipient that is most deserving.

DEPARTMENT OF ACCOUNTING AND INFORMATION TECHNOLOGY

The Accounting Students' Association Book Award

The Donors wish to establish The Accounting Students' Association Book Award, a non-endowed fund, to assist at least one undergraduate student per year at UNCP, depending upon fund availability, who is working toward a degree in Accounting. The purpose of this fund is to provide financial assistance with textbook purchases.

Candidate for consideration of this award shall be a full time undergraduate student in the sophomore, junior or senior year of study at UNCP meeting a 2.0 minimum QPA standard restriction. Candidate must be an Accounting major who has completed and passed ACC227 or ACC228, or the equivalent, with a "C" or better. Candidate does not have to be of demonstrated financial need, and the award is renewable.

The Sandhills Chapter of North Carolina Association of CPAs Award*

The Donor wishes to support and encourage the accounting profession in North Carolina, and specifically in the Sandhills region, by providing awards that will assist area students in the achievement of their educational goals. Because the Association and the Chapter are committed to the advancement of the profession among young people, this award has been established to promote accounting education and careers among students from the Sandhills region who may eventually choose to practice in this region.

Candidates for award of this award shall be residents of the Sandhills area, which is defined as Bladen, Columbus, Cumberland, Harnett, Hoke, Lee, Moore, Richmond, Robeson, Sampson, and Scotland Counties, with intentions of working within these same counties after graduation. Candidates will be selected based upon financial need as determined by the Free Application for Federal Student Aid (FAFSA) completed in the Financial Aid office prior to consideration. The candidate may be an entering freshman or returning student, full-time or part-time, undergraduate or graduate, in any year of study and maintaining a 2.5 QPA. The awards shall be presented by the Dean of the School of Business or his/her representative who will make the determination whether the award will consist of one \$1,000 award (to be distributed \$500 in the fall, and \$500 in the spring), or two separate awards of \$500 (to be distributed \$250 in the fall, and \$250 in the spring). The award will be renewable if funds are available.

SCHOOL OF EDUCATION AWARDS AND GRANTS

Lambda Chapter Teacher Grant-in-Aid*

ΔΚΓ as a society of educators is committed to continuous support for quality teaching. Lambda Chapter of the Delta Kappa Gamma Society International was chartered in April 1941 and has since that time offered a grant-in-aid to a prospective teacher. This grant is offered to a Robeson County resident in support of the continued need for quality education within its boundaries.

The recipients of the Lambda Chapter Teacher Grant-in-Aid shall be full-time undergraduate students in the senior year of study at UNCP with a major in Education. Recipients must be residents of Robeson County, North Carolina demonstrating financial need and maintaining a 3.0 QPA. The award will be made in the Fall and is non-renewable.

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

Dr. Mary Guy Beaver Memorial Award

The Donors wish to remember Dr. Mary Guy Beaver by establishing this award in honor of her eight years of dedicated service in developing the HPER and Athletic Department's recreation program and her many contributions to the recreation majors.

The recipients of the Dr. Mary Guy Beaver Memorial Award shall be recreation majors in their sophomore, junior or senior year of study. Recipients must maintain a 2.5 QPA and be full-time, undergraduate status. The award will be made in the spring and is renewable as long as funds are available and the recipient meets all criteria. Financial need is not a consideration, and there is no residency restriction.

SCHOOL OF GRADUATE STUDIES AWARDS AND GRANTS

Dr. Sharon Sharp Memorial Award

The Donors wish to honor the memory of a distinguished professor, friend, and colleague. The recipients of the Dr. Sharon Sharp Memorial Award will be residents of North Carolina with a major in Graduate Elementary Education or English Education. Recipients must maintain a minimum of 3.75 QPA. The award will be made beginning in the Spring of 2011 and is renewable.