

Catalog Home

REGULATIONS SUBJECT TO CHANGE

Every effort has been made to assure the accuracy of this catalog to the extent possible at press time. However, changes in or elimination of provisions contained herein on any and all matters, including courses, course descriptions, designations of faculty, fees, and other charges, admission and degree requirements, and academic policies and procedures, may be made and applied before the next catalog is published. Students should contact the appropriate department head, dean, or other administrative office for current information.

Western Carolina University does not intend to enter into a contractual relationship with any student or other person through the issuance of *The Record* and does not intend to create any cause of action against the State of North Carolina, The University of North Carolina, the Board of Governors, the President, Western Carolina University (WCU), WCU's Board of Trustees, WCU's Chancellor, or any other officer, agency, agent, or employee of the state, The University of North Carolina, or WCU.

Western Carolina University 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. Moreover, Western Carolina University is open to people of all races and actively seeks to promote racial diversity by recruiting and enrolling African-American, American Indian, and other minority students.

For information concerning affirmative action policies and procedures, contact the Affirmative Action Office, 530 H.F. Robinson Administration Building, Western Carolina University, Cullowhee, North Carolina 28723, 828-227-7116, or go to www.wcu.edu/eop.

Western Carolina University publishes two issues of *The Record*, the Undergraduate Catalog and the Graduate Catalog. Both describe academic programs, regulations, and policies. Find an online version at: catalog.wcu.edu.

Copies of the appropriate issues are made available to students registered at the university, high school principals and guidance counselors, college and university libraries, and public and private high schools and institutions of higher learning in North Carolina. Additional copies are available from Graduate School and Research, Western Carolina University, Cullowhee, NC, 28723, 828-227-7398 or 800-369-9854, or email gradsch@email.wcu.edu.

Academic Calendar

Fall 2007

August 16	Thursday	Registration in Asheville, Karpen Hall, UNCA (4:30-6:30 PM)
August 17	Friday	Orientation for new graduate students, Ramsey Center (Noon - 2 PM)
August 17	Friday	Residence halls open for all students
August 17	Friday	Textbooks issued, Bookstore, Cullowhee (8 AM-7 PM)
August 18	Saturday	Textbooks issued, Bookstore, Cullowhee (8:30 AM-8 PM)
August 19	Sunday	Textbooks issued, Bookstore, Cullowhee (8:30 AM-8 PM)
August 19	Sunday	Valley Ballyhoo
August 20	Monday	Classes begin (8 AM)
August 20-23	Monday-Thursday	Textbooks issued, Bookstore, Cullowhee(8 AM - 6 PM)
August 20-23	Monday-Thursday	Textbooks issued, Bookstore, Asheville, 102 Karpen Hall (3-6:30 PM)
August 20-23	Monday-Thursday	Textbooks issued, Bookstore, AB Tech-Enka Campus (11:30 AM-1:30 PM)
August 20-26	Monday - Sunday	Registration and drop/add for all students
August 26	Sunday	All Drop/Add activities close (Midnight)
August 27-30	Monday-Thursday	Textbooks issued, Bookstore, Asheville, 102 Karpen Hall (3-6:30 PM)
August 27	Monday	Begin period for drop with an automatic grade of "W"
September 3	Monday	Labor Day holiday
October 11-15	Thursday-Monday	Fall Break
October 19	Friday	Last day for students completing programs in May to file degree application with their advisor
October 20	Saturday	Homecoming
October 23	Tuesday	Academic advisement and registration for spring semester begins

October 24	Wednesday	Last day to drop any course with an automatic grade of "W" (7 PM)
October 29	Monday	Web Registration begins
November 16	Friday	Last day for completed theses/dissertations to be submitted to the Graduate School for students completing degree requirements in December
November 21-23	Wednesday-Friday	Thanksgiving holiday
November 26	Monday	Last day for written results of comprehensive examination(s) to be submitted to the Graduate School for students completing degree requirements in December
November 28	Wednesday	Last day to withdraw from a course for mental health, medical, legal, or administrative reasons (5 PM)
December 5	Wednesday	Reading Day (no classes)
December 7	Friday	Last day of regular class meetings
December 8-14	Saturday-Friday	Final examinations for all classes/semester ends
December 14	Friday	Residence halls close for break (5 PM)
December 15	Saturday	Commencement (2 PM)
December 16	Sunday	Holiday begins

Spring 2008

January 10	Thursday	Registration in Asheville , Karpen Hall, UNCA (4:30-6:30 PM)
January 11	Friday	Residence halls open for all students
January 14	Monday	All classes begin (8 AM)
January 21	Monday	Martin Luther King, Jr. birthday holiday
March 3-7	Monday-Friday	Spring holiday
March 19-21	Wednesday-Friday	Easter holiday
March 31	Monday	Last day for students completing programs in summer/fall to file degree application in dean's office
April 1	Tuesday	Advising Day (No classes or faculty meetings)

April 2	Wednesday	Last day to drop a course with an automatic grade of "W" (7 PM)
April 11	Friday	Last day for completed theses/dissertations to be submitted to the Graduate School for students completing degree requirements in May
April 11	Friday	Last day for written results of comprehensive examination(s) to be submitted to the Graduate School for students completing degree requirements in May
April 23	Wednesday	Last day to withdraw from a course for mental health, medical, legal, or administrative reasons
May 2	Friday	Last day of regular class meetings
May 3-9	Saturday-Friday	Final examinations for all classes/semester ends
May 10	Saturday	Commencement (2 PM)

Summer 2008

May 12-27	Monday-Tuesday	Mini-session (Drop/Add period for the mini session ends on the second day of the class; automatic "W" period ends on the 6th day of class)
May 12-July 2	Monday-Wednesday	Assisted Registration for Asheville classes, WCU office, 120 Karpen Hall, UNCA (8 AM-5 PM)
June 2	Monday	Classes begin (8 AM)
June 2-August 1	Monday-Friday	Summer session (nine-week session)
June 2- July 1	Monday-Tuesday	First summer session
July 2-August 1	Wednesday-Friday	Second summer session
July 2	Wednesday	Classes begin for second summer session
July 4	Friday	Independence Day holiday
July 7	Monday	Last day for completed theses/dissertations to be submitted to the Graduate School for students completing degree requirements in August
July 14	Monday	Last day for written results of comprehensive examination(s) to be submitted to the Graduate School for students completing degree requirements in August
August 1	Friday	Commencement (7 PM)
PLEASE NOTE:	Final Exams	Final Exams will be given during the last meeting of each course

Telephone Numbers

Area Code 828

Graduate School	227-7398
Bookstore	227-7346
Career Services	227-7133
Colleges	
College of Arts and Sciences	227-7646
College of Business	227-7412
College of Education and Allied Professions	227-7311
College of Fine and Performing Arts	227-7028
College of Health and Human Sciences	227-7271
Honors College	227-7383
Kimmel School of Construction Management and Technology	227-7368
Educational Outreach	227-7397
Employment, Student	227-3888
Fees	227-7334
Financial Aid, Loans, Scholarships	227-7290
Food Services	227-7396
Fraternities, Sororities, Clubs	227-7206
International Students	227-7494
One Stop Student Services Center	227-7170
Provost Office	227-7495
Registrar, Student Records, Transcripts	227-7232
Residential Living	227-7303
Student Affairs	227-7234
Veterans Affairs	227-7232

The University

- Mission
- Aspirations
- Location
- Governance
- Accreditation

A member of The University of North Carolina, Western Carolina University offers courses in the arts, sciences, technologies, humanities, and professions. Students can elect degree programs at the bachelor's or master's level, or doctoral level study in educational leadership. As a regional institution, it serves the people of North Carolina from its residential campus at Cullowhee and through off-campus instruction in Asheville and other locations.

Mission

[^ TOP](#)

Teaching and learning constitute the central mission of Western Carolina University. The University seeks to create a community of scholarship in which the activities of its members are consistent with the highest standards of knowledge and practice in their disciplines. The commitment of the community to service, research, and creative activities complements the central mission and extends the benefits of its scholarship to society. As a major public resource for western North Carolina, the university promotes regional economic development through its teaching, research and service. Western Carolina University seeks to provide an environment in which students, faculty, and staff jointly assume responsibility for learning, where free exchange of ideas, intellectual challenge, and high standards of scholarship prevail.

Aspirations

[^ TOP](#)

Western Carolina University aspires to provide an environment in which students, faculty, and staff jointly assume responsibility for learning where the free exchange of ideas, and in which intellectual challenge, and high standards of scholarship prevail.

The university aspires to prepare students to become responsible citizens in a global community. By working both independently and collaboratively, graduates of the University should demonstrate:

- the ability to think critically, to communicate effectively, to identify and resolve problems reflectively, and to use information and technology responsibly;
- proficiency in the intellectual and technical skills of a disciplined study in the arts, sciences, humanities, technologies, or professions;
- an appreciation for the creative and performing arts; and
- a basis for continued personal development and lifelong learning.

To encourage and protect the free and open interchange of ideas, the university strives to provide experiences that foster the development of respect among all its members toward the larger communities of which it is a part.

Accordingly, the university encourages its students, faculty, and staff to display the following traits of citizenship:

- behavior characterized by honesty, integrity, and responsibility;
- service to others;
- awareness of and sensitivity to the concerns of diverse people and cultures; and
- commitment to stewardship of the natural and cultural environment.

Location

[^ TOP](#)

Western Carolina University is located in the scenic Appalachian mountain ranges at Cullowhee, North Carolina. The university consists of the main campus in Cullowhee and resident credit centers in Asheville and Cherokee. A faculty of approximately 700 serves a student body of almost 9,000 in resident-credit and extension classes.

The Cullowhee campus is in a rural valley between the Blue Ridge and Great Smoky Mountains, 52 miles west of Asheville and seven miles south of Sylva on North Carolina Highway 107. The location, at the southern end of Cullowhee Valley in the heart of the Tuckasegee River basin, gives it an unusually attractive setting. The closest commercial airport to the university is located in Asheville, and there is airline service to Asheville. Private taxi service is available.

The central campus consists of about 233 acres, including beautifully wooded areas and modern academic, student residence, recreation, and athletic facilities. The Blue Ridge Parkway, Great Smoky Mountains National Park, Cherokee Indian Reservation, Fontana Lake, and numerous resort areas offer golfing, skiing, fishing, hunting, hiking, water sports, and other recreational opportunities nearby.

Governance

[^ TOP](#)

Western Carolina University, a constituent institution of The University of North Carolina, functions under the jurisdiction of the Board of Governors of The University of North Carolina and the Board of Trustees of Western Carolina University. Policies of the Board of Governors are administered by the president and the General Administration of The University of North Carolina. The Board of Trustees receives its authority by delegation from the Board of Governors.

The chancellor is the chief administrative officer of the university. The Faculty Senate, the principal policy-recommending body of the faculty, operates under the provisions of a faculty constitution and bylaws.

Accreditation

[^ TOP](#)

Western Carolina University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501) to award bachelor's, master's, education specialist's, and doctoral degrees. In addition to this institutional accreditation, other special accreditation by appropriate agencies includes these:

AACSB International - The Association to Advance Collegiate Schools of Business
American Chemical Society
American Council for Construction Education (*candidacy status*)
American Dietetic Association
American Speech-Language-Hearing Association
Commission on Accreditation for Health Informatics and Information Management Education
Commission on Accreditation of Allied Health Education Programs in cooperation with the Council on Accreditation of the American Health Information Management Association, and the Joint Review Committee on Educational Programs for the Emergency Medical Professions
Commission on Accreditation of Athletic Training Education - *candidacy status*
Commission on Accreditation in Physical Therapy Education
Commission on Collegiate Nursing Education (CCNE)
Council on Accreditation of the American Association of Nurse Anesthetists
Council for Accreditation of Counseling and Related Educational Programs
Council of Applied Masters Programs in Psychology
Council on Accreditation of the American Association of Nurse Anesthetists
Council on Social Work Education
Foundation on Interior Design Education Research (FIDER)
National Accreditation Council for Environmental Health Science and Protection
National Accrediting Agency for Clinical Laboratory Sciences
National Association of Schools of Music
National Association of School Psychologists

National Council for Accreditation of Teacher Education
National Council for Teachers of English
National Kitchen and Bath Association Endorsement
North American Society for Sport Management/National Association of Sport and Physical Education
North Carolina Board of Nursing
North Carolina Criminal Justice Education and Training Standards Commission
North Carolina Department of Public Instruction
Project Management Institute, Inc.
Technology Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc.
(Manufacturing Engineering Technology and Electronics Engineering Technology)

The university is a member of appropriate state and national associations and organizations to which its professional programs are related. These include but are not limited to:

Academy of Criminal Justice Sciences
American Association of Colleges for Teacher Education
American Association of Colleges of Nursing
American Association of State Colleges and Universities
American Council on Education
American Society of Allied Health Professions
Association for Theatre in Higher Education
Association for Continuing Higher Education
Association for Institutional Research
Association of Governing Boards of Universities and Colleges
College Entrance Examination Board
Conference of Southern Graduate Schools
Cooperative Education Association
Council of Applied Masters Programs in Psychology
Council of Graduate Schools in the United States
Institute for International Education, Inc.
International Council for Small Business
Mathematics Association of America
National Association of College and University Business Officers
National Association of Student Financial Aid Administrators
National Business Education Association
National University Continuing Education Association
North American Association of Summer Sessions
North Carolina Academy of Science
North Carolina Association for Institutional Research
North Carolina Association of Colleges and Universities
North Carolina Bar Association
North Carolina Middle School Association
North Carolina Political Science Association
Southeastern Theatre Conference
Southern Association for Institutional Research
Southern Atlantic States Association for Asian and African Studies
Southern Regional Education Board
Southern States Communication Association
Speech Communication Association
United States Distance Learning Association
United States Institute for Theatre Technology

The Register

- History of The University of North Carolina
 - Board of Governors
 - Officers of the University of North Carolina
- Western Carolina University
 - Board of Trustees
 - Academic and Administrative Officers

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. Western Carolina University is one of the sixteen constituent institutions of the multi-campus state university.

The University of North Carolina, chartered by the North Carolina 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 North Carolina 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 North Carolina 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 North Carolina 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 North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. This action created the current sixteen-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; and in 1996, Pembroke State University was renamed The University of North Carolina at Pembroke through legislative action.

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 thirtytwo voting members of the Board of Governors are elected by the North Carolina 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 sixteen 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. The North Carolina 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

Jim W. Phillips, Jr., Chair

Greensboro

J. Craig Souza, Vice Chair

Raleigh

Patsy B. Perry, Secretary

Durham

Class of 2009

Bradley T. Adcock
Peaches Gunter Blank
Laura W. Buffaloe
Phillip R. Dixon
Ray S. Farris
Dudley E. Flood
Hannah D. Gage
H. Frank Grainger
Charles H. Mercer, Jr.
Fred G. Mills
Jim W. Phillips, Jr.
Irvin A. Roseman
William G. Smith
J. Craig Souza
J. Bradley Wilson
David W. Young

Class of 2011

Board of Governor's members are not known at this time.

Members Emeriti

James E. Holshouser Jr.

Ex Officio Member

Derek T. Pantiel

Officers of the University of North Carolina

Erskine B. Bowles	<i>President</i>
Harold L. Martin	<i>Senior Vice President for Academic Affairs</i>
Alan R. Mabe	<i>Vice President for Academic Planning and University-School Programs</i>
Steven Leath	<i>Vice President for Research and Sponsored Programs</i>
Jeffrey R. Davies	<i>Chief of Staff</i>
Robyn R. Render	<i>Vice President for Information Resources and CIO</i>
Leslie J. Winner	<i>Vice President and General Counsel</i>
Robert O. Nelson	<i>Vice President for Finance</i>
Kimrey Rhinehardt	<i>Vice President for Federal Relations</i>
Lee Andrew (Andy) Willis	<i>Vice President for Government Relations</i>
Bart Corgnati	<i>Secretary of the University</i>

Western Carolina University

Western Carolina University was founded in August 1889 as a semi-public school. Chartered as Cullowhee High School in 1891, it served the Cullowhee community and boarding students from neighboring counties and other states.

For Professor Robert Lee Madison, the institution's founder, the aim of the school was teacher training. In 1893, with the first state appropriation of \$1,500, a normal department was established. In 1905, the institution became Cullowhee Normal and Industrial School, a title it held for 20 years.

Beginning about 1912, the status of the school was gradually raised to that of a two-year normal school or junior college. With state support increasing and work at the secondary level discontinued, the name of the school was changed in 1925 to Cullowhee State Normal School.

In 1929, under a new charter authorizing the school to extend its work to the four-year level, the name Western Carolina Teachers College was adopted. Modifications in function and rapid growth climaxed in 1951 with the addition of the postgraduate year to the curriculum, and the granting of the Master of Arts in Education degree was authorized. Demands in the liberal arts, and for programs in other areas of learning, led to an expansion of its offerings and to a further change, in 1953, to the name Western Carolina College.

In 1967, the institution was designated a regional university by the North Carolina General Assembly and the name of the institution was changed to Western Carolina University.

In 1971, the state legislature reorganized higher education in North Carolina, and on July 1, 1972, Western Carolina University became a constituent institution of The University of North Carolina.

In 1996, Western Carolina University was approved by the University of North Carolina-General Administration and the Southern Association of Colleges and Schools to offer the Doctoral degree in education.

Board of Trustees

Steve Warren, Chair	Asheville
Joan MacNeill, Vice Chair	Webster
Genevieve W. Burda, Secretary	Mars Hill

Class of 2009

Genevieve W. Burda	Mars Hill
Rick Carlisle	Raleigh
Teena Little	Southern Pines
Joan MacNeill	Webster
Stephen Metcalf	Asheville
William Ted Phillips Jr.	Knoxville

Class of 2011

Board of Trustees members are not known at this time.

Ex Officio

Cody Grasty	Cullowhee
-------------	-----------

Former Trustee (2002-2003)

Mr. Joe Crocker, Former Chair

Winston-Salem

Academic and Administrative Officers

Only officers thought to be of special interest to graduate students are listed. See Undergraduate Catalog for complete listing.

John W. Bardo	Chancellor
Dianne G. Lynch	Chief of Staff
Kyle R. Carter	Provost and Senior Vice Chancellor
Fred D. Hinson	Senior Associate Vice Chancellor for Enrollment Management
Beth Tyson Lofquist	Associate Vice Chancellor for Academic Affairs
AJ Grube	Assistant Vice Chancellor for Academic Affairs
Carol Burton	Assistant Vice Chancellor for Undergraduate Studies
Clifton Metcalf	Vice Chancellor for Advancement and External Affairs
H. Samuel Miller, Jr.	Vice Chancellor for Student Affairs
Jane M. Adams-Dunford	Assistant Vice Chancellor for Student Affairs
George W. Wooten	Vice Chancellor for Administration and Finance
Vacant	Associate Vice Chancellor for Student Affairs and Dean for Student Development
Bil Stahl	Associate Provost for Information Services and University Librarian
Scott Higgins	Dean, Graduate School and Research
Gibbs Knotts	Associate Dean, Graduate School and Research
Michelle Hargis	Associate Dean, Graduate School and Research
Elizabeth Frazier	Student Services Manager, Graduate School and Research
Phil Cauley	Director, Enrollment Management, Graduate School and Research and Educational Outreach
Patricia L. Miller	Director, WCU Programs in Asheville

Wendy S. Zabava Ford	Dean, College of Arts and Sciences
David Butcher	Associate Dean, College of Arts and Sciences
Ronald A. Johnson	Dean, College of Business
Debasish Banerjee	Associate Dean, College of Business
A. Michael Dougherty	Dean, College of Education and Allied Professions
C. Dale Carpenter	Associate Dean, College of Education and Allied Professions
Robert Kehrberg	Dean, College of Fine and Performing Arts
John West	Associate Dean, College of Fine and Performing Arts
Linda Seestedt-Stanford	Dean, College of Health and Human Sciences
Ann Johnson	Associate Dean, College of Health and Human Sciences
Noelle Kehrberg	Interim Dean, Kimmel School of Construction Management and Technology
Kenneth Burbank	Department Head, Kimmel School of Construction Management and Technology
Patricia Brown	Dean, Educational Outreach
Regis Gilman	Associate Dean, Educational Outreach
Raymond Barclay	Director of University Planning
Alan Kines	Director of Admissions
Larry Hammer	Registrar
Nancy B. Dillard	Director, Financial Aid
Leila Tvedt	Associate Vice Chancellor for Public Relations
Michael Jorge	Director, University Health Center
Tom Johnson	Director, University Police Department
Lois Petrovich-Mwaniki	Director, International Programs and Services

The Graduate School

Scott Higgins
 Dean
higgins@email.wcu.edu

Gibbs Knotts
 Associate Dean
gknotts@email.wcu.edu

Michelle Hargis
Associate Dean
mhargis@email.wcu.edu

Wanda Ashe
Grant Manager
ashe@email.wcu.edu

Matthew Barrett
Technology Support Technician
mbarrett@email.wcu.edu

Phil Cauley
Director, Enrollment Management, Graduate School and Research and
Educational Outreach
cauley@email.wcu.edu

Kristie Coggins
Student Services Assistant
kcoggins@email.wcu.edu

Elizabeth Frazier
Student Services Manager
efrazier@email.wcu.edu

Misty Hartzog
Student Services Assistant
mhartzog@email.wcu.edu

John Hawes
Project Specialist
jhawes@email.wcu.edu

Reginald Rogers
Coordinator Grants and Contracts
Development
rlrogers@email.wcu.edu

Karen Nicholson
Executive Assistant
knicholson@email.wcu.edu

Graduate Council

Scott Higgins, Dean and Chairman
Gibbs Knotts, Associate Dean
Elizabeth Frazier, Student Services Manager

Research Council

Scott Higgins, Dean
Gibbs Knotts, Associate Dean
Michelle Hargis, Associate Dean

Members

Debra Burke
Christopher Cooper
Andrew Denson
Mimi Fenton
Steve Henson
Scott Higgins
Kathy Ivey
Gibbs Knotts
Beverly Little
Judy Mallory
Justin Menickelli
Scott Minor
Kevin Pennington
Wes Knepper *
Bil Stahl
Sandra Tonnsen
James Zhang

Members

Shawn Acheson
Peter Bates
Christopher Cooper
Karena Cooper-Duffy
Jane Eastman
Michelle Hargis
Steve Henson
Scott Higgins
Mark Holiday
Paul Jacques
Mary Karlet
Meagan Karvonen
Gibbs Knotts
Bill Kwochka
Roger Lirely
Dixie McGinty
Gayle Moller
Sean O'Connell
Phil Sanger
Krista Schmidt

*Graduate student member

Administration

The Graduate School consists of a graduate faculty represented by the dean, who is the administrative officer, and the Graduate Council. The dean reports to the Provost and Senior Vice Chancellor and is responsible for Graduate School and Research.

The Graduate Council formulates and recommends policies and standards for the Graduate School, reviews and recommends all teaching personnel for graduate courses, and appraises and recommends new graduate degree programs and changes in existing programs.

Graduate Student Life

- [Dining](#)
- Law Enforcement
- Health Services
- Career Services and Cooperative Education
- Other Facilities and Services
- [A.K. Hinds University Center](#)
- Ramsey Regional Activity Center

Residential Living. The university's residence halls are an integral part of campus life, offering a variety of experiences that contribute to intellectual, personal, and social development. The residence halls are staffed by Resident Directors, professional staff responsible for both community and personal growth and development.

The residence halls are open to all students, undergraduate and graduate, to the extent available. Freshmen are required to live on campus. This requirement may be waived if the student is married or lives with parents in Jackson, Macon, Haywood, or Swain County. Waivers for other reasons are decided upon by the Assistant Director for Operations.

A variety of accommodations are available; however, most rooms are designated for double occupancy. Each room is furnished with computer data ports, single beds, study desks, chairs, dressers, and closets. Students provide their own pillows, bed linens, towels, lamps, clocks, wastebaskets, and telephones. They also bring radios, stereos, and televisions. Cable television is provided in student rooms, as well as designated public areas. Other amenities include vending machines, washers, and dryers. Mail service is provided to all residential students at the mail center located in Hinds University Center. Mailing addresses are assigned by the Department of Residential Living and will be provided when students receive housing assignments. Local telephone service is included in the housing fee. Long distance is not provided, but access can be obtained through the use of a personal calling card.

Room Reservations and Advance Partial Payment. Any new, transfer, readmitted, or graduate student may reserve a room in the residence halls by submitting the advance partial payment of \$100 and a signed Residence Hall Agreement to the University One Stop. Returning students are to submit the signed agreement with \$150 advanced partial payment. These payments for the fall semester should be submitted no later than June 1. Deadline for submission of the Residence Hall Agreement for Spring Semester is December 1. All checks should be made payable to Western Carolina University. Advance partial payments and Residence Hall Agreements received after the deadline will be accepted on a space-available basis. **Financial aid awards may not be used to cover advance partial payments.**

Students may move into the residence halls the weekend prior to August orientation and the beginning of classes. Information on the designated move-in day will be provided with assignment information. Unless the Department of Residential Living is notified of late arrival, reservations expire at 5 p.m. on the first day of classes.

Residence Hall Agreement. Each student residing in a residence hall signs the Residence Hall Agreement with the University for the entire academic year, or any part of the year remaining when the student moves into the residence hall. The agreement outlines the responsibilities of the student and the University, and is a legally binding contract. It may be cancelled by the student or the University under conditions outlined in the agreement.

Summer Terms. Students who begin their enrollment in summer terms (May, June, or July) are not required to submit the advance housing payment but must submit the Residence Hall Agreement if they wish to reside on campus.

Refund Policy. Students who have paid the advance housing payment and choose not to attend Western are eligible for a 100 percent refund if notification of cancellation is received prior to June 1 (December 1 for spring). **Cancellations received after June 1 and prior to acceptance of residence hall room keys (or the first day of classes) will be subject to a \$50 administrative processing fee.** Students who move out of the residence halls after acceptance of keys will be eligible for a pro-rated refund, but they will be assessed a \$400 *breach of contract* fee.

Housing for Married and Graduate Students. Robertson Hall is available for married students, and consists of 37 efficiency and 5 one-bedroom apartments. Madison Hall is available for graduate students and offers 41 private rooms with private baths and is an airconditioned, nonsmoking hall.

Residence Hall Regulations. The Department of Residential Living, in order to provide a positive environment conducive to individual and community living and learning, has established specific policies and regulations related to personal conduct. These policies are available in the Student Handbook and Guide to Residential Living. In an effort to meet a variety of student desires and needs, each residence hall may have variations of certain policies, including visitation hours and smoking options. Please refer to the Student Handbook upon move-in to familiarize yourself with these policies and regulations, as well as student rights and responsibilities.

Off-Campus Housing. Students who plan to live off campus must make their own living arrangements. Students who move from the residence halls to off-campus locations must officially check out of their residence hall rooms and are subject to a breach of contract fee of \$400 if the move occurs during the period of the Residence Hall Agreement. Students living off campus are still governed by the rules and regulations of the University while on campus.

The Student Affairs Division has entered into an agreement with Off Campus Partners to list off-campus housing opportunities. OCP provides a site to link potential tenants with potential landlords/property managers. Users are provided a variety of online services, including but not limited to the capability to search a database of off-campus properties, to post properties for rent, and to post and search messages on message boards.

The link to this service is available at: <http://www.wcu.edu/offcampus>.

Dining

Western Carolina University provides food services for students at the following campus locations:

Brown (on the upper campus)
Cyber Cafe (Dodson)
Dodson (on the lower campus)

Einstein Brothers Bagels - Hinds University Center
Hinds University Center Food Court
Java City (Hunter Library) and Java City (University Center)
Convenience Stores located at Dodson, Brown, and Norton Residence Hall

Food service may not be provided when dining locations are closed during holidays and other periods when the university is not in session.

Students living in university residence halls are required to purchase a campus meal plan each semester. Participation in a food service plan is optional for commuting students. Special dietary requirements are accommodated by contacting WCU Dining at 227-7396.

The various food service plans offered are described in the fees section of this catalog. For additional information and frequently asked questions, visit the Dining Services Web site under [Current Students](http://wcudining.wcu.edu) at <http://wcudining.wcu.edu>.

Policy on Computer Abuse

The University provides computer access through the information technology division, college, and department computer systems. It is essential that computer systems be protected from misuse and unauthorized access subject to university policy and applicable state and federal laws. Computer abuse defined as, but not limited to, privacy issues, theft, vandalism, copyright issues, and harassment will be referred to the Office of the Chief Information Officer and/or college or department computer network and laboratory managers. Abuse involving theft or vandalism will also be reported to the director of the University Police Department. Penalties include, but are not necessarily limited to, suspension or revocation of computing privileges, reimbursement to the university for resources consumed, other legal action including action to recover damages, referral to law-enforcement authorities, and referral to the Vice Chancellor for Student Affairs for disciplinary action. In connection with inquiries into possible abuses, the University reserves the right to examine files, programs, passwords, accounting information, printouts, or other computing material without

notice authorized only by the Chief Information Officer. See University Policy #52, Use of Computers and Data Communications online at <http://www.wcu.edu/chancellor/index/universitypolicy/policy52.html> .

Electronic Mail Policy

University electronic mail accounts are provided and supported by the State of North Carolina to support the missions of the University.

The purpose of this Policy is to ensure the appropriate use of the University's Electronic Mail System by its students, faculty and staff. The Electronic Mail System is provided by the University as one of its primary means of official communication. Users have the responsibility to use these resources in an efficient, effective, ethical and lawful manner. Use of the University's electronic mail system evidences the user's agreement to be bound by this Policy. Violations of this Policy may result in restriction of access to the University email system and/or other appropriate disciplinary action.

User Responsibilities

The Information Technology Division maintains the University's official Electronic Mail System. Faculty, staff, and students are required to read their Electronic Mail System messages on a regular basis. Faculty, staff or students who choose to use another email system are responsible for receiving University-wide broadcast messages, notices and personal mail by checking the University's official electronic mail system and the *University's World Wide Web homepage* . An alternate method of receiving University electronic mail is to utilize the Forward Feature, which can be set to forward mail to an individual's personal email account. **An Electronic Mail System message regarding University matters sent from an administrative office, faculty, or staff member is considered to be an official notice.** Supervisors must ensure that their University staff and faculty have access to the necessary or appropriate messages distributed via the University's Electronic Mail System.

Personal Use of Electronic Mail System

The University's Electronic Mail System may, subject to the foregoing, be used for incidental personal purposes provided such use does not violate either this policy or University Policy #52. In addition, personal use must not interfere with University operation of information technologies, including electronic mail services, generate a direct cost for the University or interfere with the user's employment or other obligations to the University.

Privacy of personal electronic mail content residing on or transmitted through University equipment should not be expected. No University faculty member, staff member, or student should use a University Electronic Mail System account with the expectation that any particular Electronic Mail System content, whether personal or business-related, will be private.

Privacy of Email Files

The University does not inspect or monitor electronic mail routinely. To the extent permitted by law, however, the University reserves the right to access and disclose the contents of faculty, staff, students' and other users' electronic mail without the consent of the user. Access to electronic mail on the University's computers that involves reading or disclosing electronic mail may occur only where authorized by the University and only for the following purposes:

- troubleshooting hardware and software problems, such as rerouting or disposing of undeliverable mail;
- preventing or investigating unauthorized access and system misuse;
- retrieving or reviewing for University purposes University-related information;
- investigating reports of violation of University policy or local, state, or federal law;
- investigating reports of employee, student or user misconduct;
- complying with legal requests for information (such as subpoenas and public records, requests); and
- retrieving information in emergency circumstances where there is a threat to health, safety, or University property involved.

Users of the Electronic Mail System also should be aware that, in addition to being subject to authorized access as detailed herein, electronic mail in its present form cannot be completely secured and is, therefore, vulnerable to unauthorized access and modification by third parties. Receivers of electronic mail documents should check with the purported sender if there is any doubt about the identity of the sender or the authenticity of the contents, as they would with print documents.

Users of the Electronic Mail System also should be aware that even though the sender and recipient have discarded their copies of an electronic mail record, there may be back-up copies of such electronic mail that can be retrieved on University systems or any other electronic systems through which the mail has traveled.

Access by authorized University employees to electronic mail stored on the University's network of computers may be necessary to ensure the orderly administration and functioning of University computing systems. Such access, gained for purposes such as to back up or move data, ordinarily should not require the employee gaining access to the electronic mail to read messages. The University requires employees, such as system administrators, who as a function of their jobs routinely have access to electronic mail and other electronically stored data to maintain the confidentiality of such information.

Limitations on the Use of Electronic Mail System

The legal and regulatory environment surrounding the University's Electronic Mail System creates a number of other limitations on the use of the University's Electronic Mail System accounts. Most apply uniformly to the use of all State-provided resources. They may be briefly summarized:

- Electronic Mail System accounts are for the exclusive use of the individual to whom they are assigned
- No use is permitted that conflicts with the requirements of civil or criminal law, including but not limited to laws relating to the privacy of student and employee records, pornography, defamation, intellectual property infringement, and illegal discrimination, or conflicts with any applicable policy of the UNC Board of Governors or Western Carolina University (including University policy #52), such as use in support of partisan political activities.
- No use is permitted that constitutes the unauthorized exchange of proprietary information or any other privileged, confidential, or sensitive information.
- The knowing transmission of a message containing a computer virus or that misrepresents the identity of the sender is prohibited.
- The use of or attempt to use the accounts of others without their permission is prohibited.
- Personal use cannot interfere with a University employee's obligation to carry out University duties in a timely and effective manner.
- The personal use cannot involve sending or soliciting chain letters or sending unsolicited bulk mail messages (e.g., "junk mail," "spam," or "MLM"), or otherwise overloading the University's electronic mail system or negatively interfering with system performance.
- Uses that result in commercial gain or personal profit are not permitted, except as allowed under University intellectual property policies and external activities for pay policy; however, in no case may the University's Electronic Mail System be used for solicitation of an unrelated, external activity for pay. See University Policy 54 for EPA employees and University Policy 87 for SPA employees.
- No personal use may state or imply University sponsorship or endorsement of its message.

Electronic mail created for business purposes by University employees is a public record and, as such, may not be disposed of, erased or destroyed unless permitted by law. Just as in the case of hard copies, individual employees are responsible for saving or archiving their Electronic Mail System messages. Electronic Mail System messages that have reference or administrative value but are of a temporary, ephemeral, or transient nature may be deleted when the user has determined that their reference value has ended.

Just as in the case of hard copies, the retention period for electronic mail that must be retained is determined by the type of document being retained. The North Carolina University Records Retention and Disposition Schedule followed by the University, contains required retention periods by category of record. If you have questions about retention periods, please contact the Head of Special Collections in Hunter Library.

Electronic mail may be retained electronically or it may be printed and retained as a hard copy. Due to limited resources, the Information Technology Division has the right to restrict the amount of user space on the primary message server or archive older messages on other servers as necessary.

Electronic Mail System accounts of students who have not registered for a semester will be purged after 30 days. Accounts for faculty/staff who have left the University will be frozen within two working days after the person's last day and will be deleted after 30 days. This period can be extended for up to three months for faculty and staff if requested by their supervisor before the employee's last day.

Official University Electronic Mails

Not all written communication is appropriate for the Electronic Mail System. In fact, in certain limited situations, the law may require the use of paper originals delivered via regular mail. In other situations, good business practice may call for not only a paper original, but, for example, one that is sent by certified mail, receipt requested.

When using the Electronic Mail System as an official means of communication, students, faculty, and staff should apply the same professionalism, discretion, and standards that they would use in written business communication. Furthermore, students, faculty and staff must remember that matters communicated via the Electronic Mail System may become a public record, may become evidence in a lawsuit or may otherwise be shared with a broader audience than intended.

Students, faculty and staff may not inappropriately disclose University information in Electronic Mail System messages that they are privileged to access because of their position at the University.

Those wishing to transmit broadcast electronic messages, either to an on or off campus audience, containing essential University announcements to alumni, students, faculty, and/or staff must obtain approval from the appropriate administrative authority. Within the scope of their authority, only the Offices of an Associate Vice Chancellor, Vice Chancellor, Provost, or the Chancellor may authorize the transmission of broadcast messages to a wide audience of students, faculty and staff. Appropriate broadcast of electronic messages may include, but is not limited to, the following types of announcements:

- Emergency or unforeseen campus-wide events notification (e.g., cancellation of classes or closing of the University due to inclement weather or emergency);
- Important campus deadline notification (e.g., last day of drop/add for students);
- Improved services to students, faculty, or staff that directly impact all members of the affected group.

By contrast, broadcast electronic messages should not be used for non-essential matters such as publicizing campus events. Broadcast email messages should be sent only to the affected group (students, faculty, or staff, or a subgroup of one of those groups) and should be of critical importance to that group.

Law Enforcement

The University Police Department is responsible for providing law enforcement, criminal investigation, and protective services on campus. University Police officers are certified by the N.C. Attorney General's Office and meet all standards set by the Attorney General for law enforcement officers in this state.

All crimes that occur on the campus of WCU should be reported to the University Police Department. Emergencies should be reported by dialing 911 from a University telephone or by dialing 828-227-7301 from your cellular telephone; non-emergencies may also be reported by dialing 828-227-7301. Reports for crimes may be filed by visiting the University Police Department, located in the Camp Building Annex, or by contacting an officer on patrol. Officers may also be summoned for emergencies by activating any of the emergency blue-light callboxes which are placed at various locations throughout campus.

Information regarding crime statistics and crime prevention programs is available at the University Police Department. This same information is made available online at <http://police.wcu.edu>. For Clery Act Report information, see the Student Affairs homepage.

To better serve and enhance relationships with students, the University Police Department, in cooperation with Residential Living, maintains a substation in Leatherwood Hall.

Traffic and Parking. The University Police Department is responsible for the administration of Western's parking system, vehicle registration, and traffic and parking regulations enforcement. State statutes provide that campus traffic and parking regulations have the full-authority of law, and violators may be subject to the penalties such law prescribes.

Everyone parking a vehicle on campus must register that vehicle with the Parking Services Office and display a current decal on that vehicle. Visitors who park a vehicle on campus less than three days per semester do not need to register their vehicle. Parking and traffic regulations literature is made available in the Parking Services Office, located in the Camp Building Annex. These same regulations are made available on-line at <http://police.wcu.edu/parking.html>.

The Parking, Traffic, and Safety Committee, composed of students, faculty, and staff, functions as an appellate board for faculty and staff members wishing to contest parking citations that they have received. Appeals concerning student violations are heard by a similar SGA appellate committee. The faculty and staff parking citation appeal form is available in the Parking Services Office. The student parking citation appeal form is available online at <http://paws.wcu.edu/sga/>. For more information, contact the University Parking Services Office at 828-227-7275 (PARK).

Shuttle Bus System (CAT-TRAN)

The shuttle bus system, or Cat-Tran, is operated through the University Police Department. Cat-Tran provides student shuttle service according to prescribed routes throughout the semester during day class hours. Reduced shuttle service is available during evening, weekend, and summer hours. The Cat-Tran does not operate during holidays, spring or fall breaks, or semester breaks. Cat-Tran is an on-campus service and is not available for off-campus or special event use. For information regarding routes, hours of operation, or other issues, please visit the Cat-Tran web site at <http://www.wcu.edu/cattran/> or call the Cat-Tran office at 828.227.8726 (TRAN).

Health Services

The University Health Center (Bird Building) provides assessment and treatment of medical concerns. The center is staffed by physicians, physicians' assistants, licensed practical nurses, registered nurses, a nutritionist, a wellness coordinator, and a laboratory technician. The telephone number is 828-227-7640. Additionally, the Health Center administers a student-run ambulance service that allows for on-campus coverage for emergencies. Specialty services offered include: comprehensive Women's Health; Allergy and Immunization Clinic; nutrition consultations and weight-loss support groups; extensive wellness resources, and limited pharmacy services. The Wellness Center provides wellness programs, personal consultations, and is a primary advocate and co-advisor of the student peer educator organization C.L.A.W. (Campus Leaders Advocating Wellness). Students' health fees support many services; some services require a reasonable charge. The University of North Carolina Consortium-sponsored health insurance offers excellent coverage. [Health insurance coverage is mandatory if you are a full time graduate, undergraduate, or international student.](http://www.studentinsurance.com) Please visit www.studentinsurance.com to effect a waiver if you already have health insurance coverage. You may also visit this website if you are interested in obtaining health insurance for yourself, your spouse and/or dependents.

Counseling and Psychological Services Center. The Counseling and Psychological Services Center offers most of its counseling services at no cost to students seeking assistance with personal concerns and difficulties. Short-term goal-oriented counseling is provided along with emergency on-call, therapeutic consultations, psychiatric assessments, weekly groups, outreach presentations, and referrals. Appointments can be made by calling 828-227-7469. The Center is located on the second floor of Bird Building.

Career Services and Cooperative Education

The Career Services/Cooperative Education Office is multi-faceted and student service oriented. We are committed to providing up-to-date services which: assist in career/major decision-making; promote career experiences, and job search learning; and then facilitate contact with employers and graduate schools.

Activities/services include the following:

- on campus student employment (<http://careers.wcu.edu/nws-jobs.asp>)
- 4 on-line, web accessible job listings programs
- individual conferences with career counselors
- vocational and interest testing, both on-line and in person
- cooperative education and internship programs
- resume and cover letter critiquing service
- an on-line mock interview program
- a career library with a university-wide computer aided career guidance program
- career events (18)

The Career Services Cooperative Education Office is located on the 2nd Floor Killian Annex. For more information (<http://careers.wcu.edu>).

Educator Licensure Assistance. All students and alumni seeking initial or subsequent education licensure will find assistance in the Office of Field Experience and Licensure in Killian Building, 828-227-7314.

Other Facilities and Services

Bank Services. A branch office of BB&T is located in Cullowhee. ATMs installed by State Employees Credit Union and BB&T are located in the Hinds University Center. In addition, branch offices of Wachovia, Carolina Community Bank, Century South Bank of the Carolinas, First Charter Bank, First Citizens Bank and Trust, Community Bank and Trust Company, Jackson Savings Bank, Macon Bank, and the State Employees Credit Union are located in or near Sylva.

Books and Supplies. The WCU Bookstore offers students a wide variety of merchandise, including textbooks and course materials. WCU clothing and gift items are located at Catamount Clothing and Gifts in the University Center. An extensive selection of books is offered for class use and pleasure reading and books may be special-ordered if not in stock. All books for 500-, 600-, 700-, and 800-level courses are sold by the store. Books for graduate students taking courses numbered below 500 are sold by the book rental department located in the store. Graduation caps, gowns, invitations, and class rings also may be purchased at the bookstore. For more information visit the Web site under [Bookstore](#) at [Current Students](#) Link at www.wcu.edu.

International Programs and Services. The Office of International Programs and Services (IPS) coordinates and supports many types of international programs and activities, such as student and faculty exchanges through the International Student Exchange Program (ISEP), the University of North Carolina Exchange Program (UNC-EP), and WCU bilateral exchange program; K-12 International Outreach Program to the public schools; Phi Beta Delta Honor Society for International Scholars; the Asian language program; international university linkages; International Education Week activities; International Festival; Diversity Week; and International Women's Day. IPS provides services to international students on campus including visa issuance and counseling, student services, Host Family Association, and International Club. IPS is also the center for student F-1 and J-1 visas, visiting scholar visas as well as international faculty H-1B visa and Permanent Residence petitions. More information is available at 828-227-7494.

Mail Service. Students residing on campus are assigned a mailbox with their room assignment. All other students may rent a mailbox in the Cullowhee Post Office. U.S. postal regulations do not permit receipt of mail addressed as general

delivery after an initial 30-day period. A postal commodity machine offering stamps, envelopes, post cards or aero grams, overseas services, and other features is located in the lobby of the A.K. Hinds University Center.

Recreation and Fitness. The facilities of Reid Health and Physical Education Building, including the Fitness Center, Breese Gymnasium, and A.K. Hinds University Center make possible a rich recreational program. Indoor and outdoor recreation includes tennis, volleyball, basketball, swimming, handball, softball, badminton, racquetball, table tennis, and kayak rolling.

The Fitness Center provides Cybex Circuit Selectorized equipment and a free weight room for strength training along with a complete line of cardiovascular equipment. Also provided by the Fitness Center are programs and activities such as land and water aerobics, personal training, body composition analysis and a variety of fitness related programs offered throughout the year.

Cullowhee's location offers excellent opportunities for hiking, whitewater rafting, fishing, skiing, hunting, golfing, boating, and camping. Students may easily visit the Great Smoky Mountains National Park, Blue Ridge Parkway, and other nearby places of interest.

Schools for Elementary and High School Students. Cullowhee Valley School, located near the campus in Cullowhee, is a Jackson County school, grades K-8. Smoky Mountain High School and Fairview Elementary School, also Jackson County Schools, are located on the Sylva highway about five miles from the university.

Student Support Services (www.wcu.edu/cap/sss/sss.html) is a comprehensive academic support program which assists eligible students in choosing and working toward their academic, career, and personal goals with programs tailored to meet individual needs. Services include academic advising, career and personal counseling, mentoring, tutoring, and services for students with disabilities. For those students who qualify, all services are free. To be eligible, participants must meet one of the following criteria: they are first generation college students; OR they meet U.S. Department of Education income guidelines; OR they have a documented disability.

The Kneedler Child Development Center provides affordable, accessible childcare for approximately 60 children of students, faculty, staff, and community members. The center operates four classrooms (ages 1-5) staffed by wonderful teachers who are committed to early childhood education. Each classroom offers developmentally appropriate activities designed to stimulate social, emotional, intellectual, and physical development. The facility is located in the remodeled west wing area of the Cordelia Camp Building. If you would like further information please visit our website (<http://www.wcu.edu/studentd/kneedler/index.html>) or contact the center at (828) 293-1530.

The Multicultural Center strives to have programs that are fun as well as educational. Cultural awareness programs are great for learning about the heritage and customs of others. The Multicultural Center sponsors programs during nationally recognized celebratory months to highlight some of the many cultures represented on campus.

The center serves as resource, advocate and foundation of support for the Western community on issues of diversity and multiculturalism. The Multicultural Center works to promote an inclusive community for students with diverse needs. For more information contact: Tanisha Jenkins, Director, email: tjenkins@email.wcu.edu or call (828) 227-2276.

Wellness Program. The goal of the Wellness Program is to provide students, faculty, and staff a positive and healthy environment in which to live and grow. The program provides services on health and wellness issues, including health presentations; resources to help individuals with projects and personal issues; a wellness resource library; and events centered on national awareness topics such as sexual health, fitness, nutrition, AIDS, alcohol, and tobacco issues. For further information, call 828-227-3471.

Women's Center and Women's Programs. The Women's Center provides resources, support and advocacy for women as they empower themselves and each other in their individual and collective pursuits. Opportunities include: leadership development, Women, Leadership and Social change class, programs about gender and women's issues, book club, volunteering, internships, sexual assault awareness and education programs, student employment, and more! The Women's Center is located at 334 University Center. For more information contact Sara Stoltenburg at (828) 227-7450 or womenscenter@wcu.edu.

A.K. Hinds University Center

The University Center (UC) is the hub of campus activity - the living room of campus. Included in the UC are a variety of programming groups such as Last Minute Productions (LMP), Lectures, Concerts and Exhibitions (LCE); Multicultural Center, Student Government Association (SGA), Women's Center, and the University Center's staff. Some of the programs sponsored by these groups include movies and film series, comedians, concerts, voter registration, performances on women's issues, race, and gender, and conferences. In addition, Western Encourages Leadership Enhancement and Development (WE LEAD) provides leadership opportunities to enhance student development by sharpening their leadership skills. Conferences, meetings, and presentations are held in the Grand Room, movie theater, and conference room areas. In an effort to meet the needs of our guests, there is a food court and ATMs located on the first floor. The food court includes Chick-Fil-A, Fresh Market Smoothies, Montague's Deli, and the Western Burger Factory. Adjacent from the food court is Einstein Bros. Bagel. Java City (serves coffee and pastries) is located on the second floor along with Catamount Clothing, Student Mail Center, email stations, copy and fax services, and student lounges. Base Camp Cullowhee provides great opportunities for outdoor fun and leadership as well. BCC also offers an excellent outdoor experience and has a great rental program that provides students with equipment for camping, rafting, climbing and other outdoor experiences. Also a vital part of the UC is the Student Media Center, a historic facility that houses student-run media groups that include radio, newspaper, television, and literary magazines.

Ramsey Regional Activity Center

Concerts and Entertainment: Western North Carolina's most versatile entertainment complex, the Liston B. Ramsey Regional Activity Center provides quality programming for the entire community. The 8,000 seat arena hosts major concerts, national touring acts, commencement, and Catamount basketball and volleyball. Student tickets to major events are often available at a discount.

Event Services: The arena, concourse, meeting rooms, outdoor patios, and other reservable spaces are available to the public for banquets, trade shows, conferences, and meetings. Students may utilize the Ramsey Center's full line of event services including event planning, equipment reservations, and room set-ups.

Fitness Activities: The Ramsey Center offers opportunities to enjoy regular fitness activity. Students have free access to five racquetball courts, two basketball courts, walking or jogging around the concourse, and a lighted outdoor rollerblade and skateboard area.

Job Opportunities: Students play a major role in the operation of the Ramsey Center. Student managers keep the Ramsey Center open for activity during evenings and weekends. Stage crew, lighting operators, and promotion and event staff help with concerts and other major productions. Utility crew and office assistants work closely with staff to handle day-to-day operations. Ramsey Center team members work flexible hours; gain leadership experience; and develop communication, teamwork, and time management skills.

For more information about the Ramsey Center and its programs and services, go online to <http://ramsey.wcu.edu>.

Graduate Study at Western Carolina University

- Western Carolina University Programs in Asheville
- Research and Service Facilities
 - Hunter Library
- Centers and Institutes Affiliated with Graduate School and Research

Graduate study is a personal experience, and the selection of a graduate school is one of the most important decisions a student is called upon to make. At Western Carolina University, graduate study is characterized by small classes, personal interaction with faculty members, and a pleasant atmosphere conducive to the pursuit of individual educational goals.

Western Carolina University is a state-supported coeducational institution with a student body of almost 9,000, of which over 1,700 are graduate students. Including its credit and noncredit instructional courses, continuing education offerings, and workshop, conference, and service programs, the university serves more than 12,000 persons each year. The Graduate School offers programs leading to 17 master's degrees in over 50 professional and academic areas, the Education Specialist degree and the Doctor of Education degree.

The Graduate School provides programs to prepare members of the teaching profession for licensure at the master's and sixth-year levels, to prepare persons to teach in higher education, and to meet the needs of persons working in or preparing to work in other occupations and professions. A student interested in any of the following programs should request additional information from the Graduate School or the head of the appropriate department: accountancy, art, biology, birth-kindergarten, business administration, chemistry, college student personnel, communication sciences and disorders, construction management, counseling, educational leadership, educational supervision, elementary education, technology, English, entrepreneurship, health sciences, history, human resources, mathematics, middle grades education, music, nursing, physical therapy, project management, psychology, public affairs, school administration, science and entrepreneurship, social work, special education, or sport management.

The university operates on a semester system, with two semesters making up the regular academic year. In addition, a summer term offers a wide variety of courses for both graduates and undergraduates.

Further information may be obtained by writing the Graduate School, Western Carolina University, 109 Camp Building, Cullowhee, North Carolina 28723-9022, or by telephoning 828-227-7398 or 800-369-9854.

Western Carolina University Programs in Asheville

Western Carolina University offers a broad range of instruction at the graduate level and a limited number of advanced undergraduate degree programs in specialized areas in Asheville. The programs of instruction, intended primarily for the adult professional student, are taught late afternoons, evenings and weekends. Western Carolina utilizes the educational facilities and resources of the University of North Carolina at Asheville and Asheville-Buncombe Technical Community College. Western's graduate programs are affiliated with the Asheville Graduate Center.

The graduate programs offered in Asheville include: accountancy (MAc); business administration (MBA); college student personnel (MEd); comprehensive education with concentrations in elementary education (MAEd), English education (MAEd, MAT), math education (MAEd, MAT), middle grades education (MAEd, MAT), social science education (MAEd, MAT), and special education (MAEd, MAT); community counseling (MS); educational leadership (EdS, EdD); educational supervision (MAEd); entrepreneurship (ME); health sciences (MHS); nursing (MS); public affairs (MPA); school counseling (MAEd); technology (MS); and two-year college teaching (MAEd). Students enrolled in the counseling and certain secondary education and two-year college teaching programs will enroll in some coursework offered only in Cullowhee.

Through inter-institutional agreements with the University of North Carolina at Asheville and North Carolina community colleges, a program is available to students in Asheville leading to the bachelor of science in nursing degree from Western Carolina University. Students enrolled in this program would complete the first two years of liberal studies and science prerequisites at a local institution, the junior year of study on the Cullowhee campus, and the senior year of study in Asheville. Registered nurses who are graduates of an associate degree or diploma program can complete all remaining requirements for the bachelor's degree online. Also, through an inter-institutional partnership with Asheville-Buncombe Technical Community College, most of the course requirements for a bachelor of science degree in birth-kindergarten and engineering technology are offered. Upper-level course work in special education is also available in Asheville.

Western Carolina University administers its programs in Asheville through a staff whose offices are located in Room 120, Karpen Hall, on the campus of the University of North Carolina at Asheville. Additional information is available from WCU Programs in Asheville, 120 Karpen Hall, CPO #2160, UNCA, Asheville, North Carolina 28804-3299, telephone # 828-251-6642 or 828-227-7423, www.wcu.edu/wcuasheville.

Western Carolina University Department of Nursing is located on the Enka campus of Asheville-Buncombe Technical Community College, 1459 Sand Hill Rd., Candler, NC 28715, telephone # 828-670-8810.

Research and Service Facilities

Children's Developmental Services Agency. The Center in the College of Education and Allied Professions is a service agency for the seven counties of Cherokee, Clay, Graham, Haywood, Jackson, Macon, and Swain, including the Eastern Band of the Cherokee Indians. Projects are variously funded by the North Carolina Department of Health and Human Services, Division of Women's and Children's Health; and Western Carolina University. The center provides for families developmental evaluation, intervention, recommendations for services, and guidance for newborns, infants, toddlers, preschool children with, or at-risk for, developmental disabilities. Special services are provided or located if necessary, and progress is followed until the child enters a school program. The center affords opportunities for training and research relevant to the university's academic programs in birth through kindergarten teacher licensure, child and family relations, communication disorders, counseling, elementary education, health information management, health services management, nursing, nutrition and dietetics, physical therapy, psychology, recreational therapy, social work, and special education.

Division of Educational Outreach. The Division's primary mission is education outreach. As the instructional outreach unit of the University, the Division of Educational Outreach extends educational options regionally, statewide, nationally and internationally using a variety of educational delivery systems and formats. A wide range of degree programs are now available through distance learning, including a number of online degree programs.

The Division manages the Cherokee Center, summer sessions, summer travel courses and a variety of specialty courses and programs in addition to distance learning programs. The Division offers noncredit workshops, seminars and professional development programs and hosts a number of conferences on an ongoing basis.

To obtain information or to be placed on a mailing list call 828-227-7397 or 866-WCU-GRAD, or visit us at <http://edoutreach.wcu.edu>.

Highlands Biological Station. The Highlands Biological Station is a field station for biological research and education focused on southern Appalachian ecosystems and organisms. Since 1977 the station has been an Inter-institutional Center of the University of North Carolina. Thirty-three regional colleges and universities participate in the Station's programs as member institutions.

The Station is located on the Blue Ridge Escarpment about 30 miles south of Cullowhee in the town of Highlands, North Carolina. The topography, latitude, and high rainfall of the area yields rich biotic and environmental diversity, making the Station an ideal locale for a variety of field studies. Its facilities are open to students and senior investigators engaged in research on the organisms and environments of the southern Appalachian region. Station facilities include housing (36 beds in several residences), a dining hall, well-equipped research space, and teaching classrooms and laboratories. The campus also includes the Highlands Nature Center, which offers educational exhibits

and a diversity of public programs, and the Highlands Botanical Garden, which features a great many native plant species in a variety of southern Appalachian habitats.

The Station offers six courses each summer at the advanced undergraduate and graduate levels. Limited financial aid is available for these courses. A grant-in-aid program also provides financial assistance to graduate students conducting thesis research on the biota of the region. Since 2001 the Station has hosted a fall semester-in-residence undergraduate program in cooperation with the Carolina Environmental Program at UNC-Chapel Hill. WCU students majoring in biology or environmental sciences are encouraged to apply to this unique program.

To learn more about the programs and course and research opportunities at the Highlands Biological Station, see our website (<http://www.wcu.edu/hbs>) or write to Dr. James T. Costa, Executive Director, Highlands Biological Station, 265 N. Sixth Street, Highlands, NC 28741.

Hunter Library

The Hunter Library considers providing high quality service to students and faculty as its primary mission. Librarians provide both individualized research assistance and classroom instruction. The library is open more than 110 hours per week during the semester.

The collections and services that support student and faculty research include:

- Main book collection consisting of over 679,000 books and bound periodicals. This is augmented by the cooperative agreement with UNC Asheville and Appalachian State University through the use of a shared online catalog and delivery service. Students can readily borrow items from these other libraries and generally receive them in 2 days or less. The combined collection is approximately 1 million volumes.
- 95+ electronic databases and 8,000+ electronic journals that can be accessed remotely
- Free document delivery service that provides access to articles from approximately 25,000 journal titles that can be accessed remotely
- Electronic reserves collection that can be accessed remotely
- 1,200 print journal subscriptions
- Free interlibrary loan service for all students and faculty
- Microfiche collection of 1.5 million pieces
- Government documents providing access to over 227,000 government documents representing both the federal government and the North Carolina government
- Special Collections containing manuscript collections, books, photographs and other resources documenting the history of Western North Carolina and Southern Appalachia, the history of the Cherokee Indians, and literary works and papers of Western North Carolina authors
- The Map Room collection contains more than 122,000 sheet maps and an extensive collection of digital mapping data with Geographic Information Systems (GIS) technology to support it
- Media Collection, an extensive collection of CDs, videotapes, DVDs and other media in its Curriculum Materials Center (CMC)
- Curriculum Materials also maintains collections of state-adopted textbooks, curriculum guides, children's literature and other classroom instructional materials in support of the university's professional education programs.

Information Technology. Information Technology is responsible for providing technology assistance, information and services in support of Western's mission and aspirations. These services include providing information resources to students, faculty, staff and administration to support teaching, learning, research, administrative and regional engagement efforts. Information Technology provides advice, planning and technical guidance for the appropriate use of technology in support of the university's educational endeavor. Information Technology is located in various campus buildings with assistance available at many of Western's facilities beyond the Cullowhee campus. The university is an active member of EDUCAUSE, a nonprofit association whose mission is to advance higher education by promoting the intelligent use of information technology.

Information Technology has over 60 staff and is comprised of the following units: Applications Programming, Educational Technologies, Information Technology Services, Networking and Communications, Systems and Operations, Technology Service Center and Web Services. The University uses a state-of-the-art administrative system that allows students and faculty to do virtually all of their business with the university, such as register for courses or post grades, online. All students receive a WCU email account that allows them to communicate with their peers, faculty members, and university offices. The My Cat portal is the primary tool used by students to access email and other campus and course related information. WebCat, based upon the WebCT Vista software, is the primary instructional delivery system in support of traditional classroom and online courses.

There are over 3,000 microcomputers in offices, classrooms, and lab facilities all with connections to high speed broadband networks. Students enjoy high-speed network connectivity from their residence hall rooms, with two ports per room, or from the wireless network available throughout the Cullowhee campus. There are four general student computer lab facilities which are open at least eighty hours per week. The lab located in Hunter Library is open 24 hours from Sunday afternoon through Friday night during fall and spring semesters. Users may call the Information Technology Help Desk at 227-7ITS (227-7487) or 866-WCU-7ITS (866-928-7487) to request assistance with any Information Technology service or resource. Faculty routinely work with the Coulter Faculty Center to integrate technology into their teaching activities.

Information Technology supports both Windows and Macintosh operating systems along with various software applications including a focus on Microsoft Office products. Office products are provided for faculty, staff and students along with the Windows operating system. Many software packages are centrally licensed with a limited number of licenses available in labs and classrooms. Statistical packages include SPSS, Minitab for Windows and SAS which is provided by a grant by the SAS Institute. Other specialized software found in labs includes digital media editing, geographical information system, and engineering design programs. Information Technology also provides computer virus protection software to all faculty, staff and students and is committed to keeping computers safe, secure and current in a highly networked campus computing environment.

The campus network interconnects with the North Carolina Research and Education Network (NCREN), which provides Western access to interactive videoconferencing as well as a very high speed network path to the Internet (655-megabit). IT's Web Services unit supports the WCU Web site at <http://www.wcu.edu> and provides the campus with Web publishing assistance by providing departmental access to the Red Dot Content Management System. The Information Technology Web site at <http://www.wcu.edu/IT> provides a variety of useful technology information and self-help resources as well as links for downloading software and accessing computer purchasing information.

Institute for the Economy and the Future. Western Carolina University's Institute for the Economy and the Future (IEF) is a university research and public service center that drives regional economic development; conducts public policy analysis and applied research; and administers public service projects on economic and community capacity building, government training, natural resource conservation and strategic development.

The IEF is multidisciplinary with faculty, students and staff from various academic departments and the private sector including industry affiliates (who are sent by their corporate sponsors to work with us from a week to a year, depending on the nature of the agreement and the intended outcome).

The economic development mission of the IEF is to attract, identify, qualify and assist regional businesses and to leverage the university's extensive resources of research, science, engineering, arts and humanities faculty and students, as well as the core staff of the center (analysts, planners and faculty fellows) for business growth, including the transfer and application of new technologies and the commercialization of the creative arts.

The IEF also has responsibility for developing the strategy and implementation plans for Western's **Millennial Campus Initiative**, a state legislative mandate which allows rural comprehensive universities to take several critical actions to support economic development, including:

- Acquiring property to promote business development
- Developing flexible site arrangements to achieve specific economic development objectives
- Providing services to businesses to promote their location or development

- Issuing revenue bonds (with Board of Governors approval) to support business development
- Engaging in public/private partnerships, developing joint use facilities, and cooperating with enterprises to promote economic development
- Incubating businesses

To fulfill its mission and generate new initiatives the IEF partners with federal, state, and regional organizations and the private sector. Current partners include the United States Department of Commerce, Smoky Mountain Host, the School of Government at UNC-Chapel Hill, and AdvantageWest Regional Economic Development Commission.

International Programs and Services. The Office of International Programs and Services (IPS) coordinates and supports many types of international programs and activities at Western Carolina University, such as student and faculty exchanges through the International Student Exchange Program (ISEP), the University of North Carolina Exchange Program (UNC-EP), and WCU bilateral programs; K-12 International Outreach Program to the public schools; Phi Beta Delta Honor Society for International Scholars; international university linkages; the Japan Global Partnership Program; and academic programming. The office also assists the Host Family Association, the International Club, and the sponsorship of the annual International Festival and International Education Week.

Mountain Heritage Center. The center collects, interprets, and disseminates knowledge about the southern Appalachian region and its people. Its research and artifact collections promote public awareness of the region's rich natural and cultural heritage using publications, exhibitions, and demonstrations presented both on campus and throughout western North Carolina. The center also collaborates with public schools in preparing programs for educational enrichment and provides a learning experience for university students through internships.

Myron L. Coulter Faculty Center for Excellence in Teaching and Learning. The Coulter Faculty Center provides services designed to assist and support all part and full-time faculty and Graduate Teaching Assistants in seeking, achieving and maintaining excellence in their teaching. Training and guidance are available for those who wish to use instructional technology in their teaching. The center also sponsors workshops, presentations, faculty teams, and other activities and events designed to encourage instructors to talk and reflect about effective teaching and exchange creative ideas for enriching student learning. The Center's web site is located at <http://facctr.wcu.edu/> and includes a GTA page. <http://facctr.wcu.edu/teachingandlearning/graduateassist/>

Activities and services most relevant for GTAs include:

- The GATE Program (Graduate Assistant Teaching Experience), a program designed to enhance the graduate experience by providing a thoughtful and thorough preparation in the art of teaching
- consultation on course syllabi, course development, teaching goals, active learning, and applications of instructional technology
- Faculty Sandbox <http://facctr.wcu.edu/sandbox.html>, a place where faculty and GTAs can develop instructional materials via computer
- computer classroom orientation and training
 - Schedule <http://facctr.wcu.edu/learningops.html> of semester presentations and workshops
 - Training in the use of WebCT to enhance classroom courses
- Faculty Forum <http://facctr.wcu.edu/forum.html>, a monthly publication featuring evocative opinion pieces of WCU faculty
- *MountainRise*, an eJournal on the scholarship of teaching and learning
- *Renaissance of Teaching and Learning Booklet Series* published each semester
- a lending library of professional literature on college teaching that is located in Hunter Library 240

The Coulter Faculty Center can be reached at 828-227-7196.

North Carolina Center for the Advancement of Teaching. The North Carolina Center for the Advancement of Teaching (NCCAT) was established by the North Carolina General Assembly in 1985 as a statewide center to recognize and support outstanding North Carolina pre-kindergarten through twelfth-grade school teachers and to enhance teaching as an art and profession. The center has two campuses, one located west of the WCU campus and one on Ocracoke Island. A center of The University of North Carolina, it is governed by a board of trustees, and its programs and activities are conducted by a professional staff of administrators and faculty.

Office for Rural Education. The Office for Rural Education in the College of Education and Allied Professions helps rural elementary and secondary schools improve the quality of their programs by conducting various types of studies, performing practical classroom research, providing instructional and administrative support services, and assisting in identifying alternative types of funding and instruction. The office also sponsors summer residential programs including youth leadership institutes and a program for the gifted students.

Office of Regional Affairs. The Office of Regional Affairs serves as the University's liaison with local, regional, state, and federal governments and agencies, and with regional civic and economic development organizations. The office seeks to enhance relationships and partnerships with public and private entities, supports initiatives to secure funding and legislative priorities, and focuses on local and regional economic development.

Office of School Services. The Office of School Services in the College of Education and Allied Professions works to coordinate university faculty and staff resources to assist local schools with the achievement of local and state education goals. The office disseminates information on services offered by the university, receives requests for assistance from school districts, and directs requests to the appropriate campus college, department, or unit. Reports of services provided by WCU are compiled annually.

Reading Center. The Reading Center in the College of Education and Allied Professions offers assessment and individual tutoring as well as reading improvement courses for all students of Western Carolina University. Also, in conjunction with academic programs for the preparation of birth-kindergarten, elementary, middle grade, special education and reading teachers, the Reading Center provides an enrichment program for school-age children. This program offers assessment of reading strategies and several weeks of one-to-one tutoring for children enrolled. The Center also provides a resource room which includes children's literature, mathematics, social studies, and science materials, as well as teacher resources of many kinds. The staff provides consulting services, conducts workshops and conferences, and provides a variety of reading services for public schools in the area. The center is located in Room 138 of the Killian Building on the campus in Cullowhee.

Speech and Hearing Center. The Speech and Hearing Center's (SHC) fundamental mission is to provide quality clinical education for undergraduate and graduate students majoring in the discipline of communication disorders. As a critical adjunct, the SHC provides diagnostic, treatment, and consultative services to citizens with known or suspected speech, language, and/or hearing disorders in its catchment area of western North Carolina. The SHC also strives to serve as a community resource for allied professionals and agencies requiring information about human communication and its disorders. The center derives its strength from a combined academic/clinical orientation that directly fosters the delivery of state-of-the-art services. The SHC's services are available to persons of all ages. In addition to traditional speech/language/hearing services, the SHC offers the following:

- hearing aid evaluation and dispensing
- otoacoustic emission diagnostic testing
- brain stem evoked response screening for newborns
- augmentative communication evaluation
- interdisciplinary evaluation
- assistance with assistive technology
- training on various topics related to communication disorders

University Writing Center. The UWC recognizes the specific needs of graduate students, including the needs of graduate students for whom English is a second language. Trained graduate assistants work one-on-one to assist their fellow students across the curriculum with any aspect of graduate level composition or research. Visit the center's Web site at www.wcu.edu/writingcenter for hours, online resources, staff information, and helpful links. For more information or to make an appointment, call 828-227-7197 or visit the center in Hunter Library.

Centers and Institutes Affiliated with Graduate School and Research

Program for the Study of Developed Shorelines. The Program for the Study of Developed Shorelines (PSDS) is a research and educational outreach center. The primary mission of PSDS is to conduct scientific research into coastal processes and to translate that science into management and policy recommendations through a variety of professional and public outreach mechanisms. PSDS personnel foster faculty and student participation in these areas of research through grant writing and active engagement of students in research projects.

Public Policy Institute. The WCU Public Policy Institute promotes effective public policies for the region through research, reports, and conferences. Faculty interested in public policy may be selected as Faculty Fellows or Senior Faculty Fellows to work on projects in the Public Policy Institute.

Fees, Expenses, and Financial Aid

- Fees Per Semester
- Withdrawal
- Refund Policies
- Graduate Assistantships
- Chancellor's Fellowships
- Graduate School Study Grants
- Morrill Family Fund for Research in Education
- The Otto H. Spilker Endowed Scholarship
- Kendall W. King Scholarship Fund
- Staff Forum Scholarship Fund
- Financial Aid
- Veterans Assistance
- Disability Services
- Catamount Academic Tutoring Center
- Testing Services
- Explanation of Out-of-State Tuition Rate

Resident and Distance Learning Tuition and Fee Charges

The university classifies its programs and courses into two categories: resident and distance learning (DL). Students should become familiar with the classification of their programs, because each has a different tuition and fee structure. Resident programs are located on campus in Cullowhee or at resident centers in Asheville/Buncombe County and Cherokee. Degree or certificate programs that are approved for DL serve students away from the Cullowhee campus and its resident centers. Course sections are classified as resident or distance based on the intended population to be served. Although course section classifications as resident or distance typically follow program designations, there are exceptions.

Tuition and fees are based on program and/or course section campus classification and are applied to all academic terms. Typically, resident and distance students enroll in course sections in the same classification as their program (e.g. distance students enroll in distance courses). Occasionally, students may find it necessary to enroll in a course section whose designation is different from the classification of their approved programs. When this occurs, distance and part-time resident students will be charged the tuition and fees associated with the classification of each individual course section (resident or distance). Full-time resident students will be charged their full-time rate regardless of the combination of resident and distance course sections. Since there is no full-time rate for DL students, they will be charged the part-time rate for resident courses in which they enroll unless their program has a special provision to be charged otherwise. Special provisions may be approved for specific programs (e.g. Military and Jamaican programs).

The following is a schedule of fees per semester. Tuition rates are reviewed and set annually by the North Carolina legislature. At this time, tuition and fees for the 2007-2008 school year have not been approved and the schedule of fees represents estimated rates. These rates are likely to change with final approval and should be used as an estimate when figuring your expenses for 2007-2008. The University reserves the right to alter any charges without prior notice.

Fees Per Semester

I. Full-time Graduate Student

Tuition and required fees, North Carolina	\$2,471.50
Tuition and required fees, out-of-state	\$7,264.00
Tuition and required fees, Certified Nurse Anesthetist Program, North Carolina	\$3,151.00
Tuition and required fees, Certified Nurse Anesthetist Program, out-of-state	\$7,943.50

RESIDENCE HALLS

Standard Residence Hall

Single room	\$2,253.00
Double room	\$1,416.00

Robertson Apartments (married housing)

Efficiencies	\$2,457.00
One bedroom apartments	\$2,552.00

Madison Hall (graduate housing)	\$2,310.00
---------------------------------	------------

MEAL PLANS

80 All-you-care-to-eat meals per semester plus \$680 declining balance	\$1,135.00
Declining Balance (Upper classman)	\$935.00
Declining Balance-The Village	\$835.00
80 All-you-care-to-eat meals per semester plus \$865 Declining Balance	\$1,315.00

PER SEMESTER CHARGES DETAIL

Full-time	North Carolina Student	Out-of-state Graduate
Tuition	\$1,157.00	\$5,949.50
*Required Fees	\$1,314.50	\$1,314.50
**Book Rental Fee	-	-
***Room (standard double)	\$1,416.00	\$1,416.00
****Board (declining balance) Upper Classman	\$ 1,135.00	\$ 1,135.00
TOTALS	\$5,072.00	\$9,864.50

* Required fees include: Health Services, \$108.00; Recreational and Cultural, \$122.13; Athletics, \$250.25; Athletic Facilities, \$45.00; Document Fees, \$5.00; Education and Technology, \$156.00; ASG, \$.50; Student Recreation Center, \$75.00; Transportation Fee, \$24.00, Administrative Computing, \$26.00; University Center, \$101.12;University Center

DS, \$47.00; Dining Facility DS, \$56.50; Health Insurance, \$298.00 (Nonrefundable. Required by full-time students only. May be waived by verifying coverage at www.studentinsurance.com)

** Textbooks are available to graduate students by purchase only.

***With standard residence hall - double room rate.

****The all-you-care-to-eat meal plans combine an All You Care To Eat program located at Brown Cafeteria and a declining balance account that can be used at the other food-service locations on campus. All You Care to Eat plans include block meals that can be used any time during the semester, within normal facilities operating hours. Declining balance meal purchases are deducted throughout the term from a student's available balance of declining balance points. During the semester, any student with a declining balance account may make additional prepayments in minimum increments of \$50 to increase the balance.

Western Carolina University is a publicly supported institution. Tuition payments and other required fees meet only a part of the total cost of the education of students enrolled. On the average, for each full-time student enrolled in an institution of The University of North Carolina, the State of North Carolina appropriates \$9,980.00 per year in public funds to support the educational programs offered.

Dining Services

Meal Plan Requirement

University policy requires students who live in a residence hall to purchase a meal plan from the available plans each semester. Unused declining balance points at the end of fall semester will transfer to spring semester for continuing students. Unused declining balance points are forfeited at the end of spring semester. Block Plan meals must be used in the semester for which they were purchased. Unused Block Plan meals do not transfer to the following semester and will be forfeited at the end of the semester. The balance remaining at the end of fall term does not change the requirement to purchase a meal plan for spring semester. No refunds will be issued for unused block plan or declining balance points.

Meal Plan Changes

Deadline for students to change their meal plan is the last day of course drop/add each semester.

Block Plan Meals

Block Meals are prepaid meals that can be used at the Market Café at Brown Cafeteria for any meal served. Block Plan meals are available to use throughout the semester. There is no limit on the number of meal that may be used during a specific day or week, but meals must be used in the semester for which they are purchased. Block Meals do not transfer from semester to semester. Block Meals may only be used at Brown Cafeteria.

Declining Balance Points

Declining Balance Points work on the same principle as bank debit cards. Each time you make a food purchase, the total cost of your purchase is subtracted from the point balance in your account. Declining balance points may be used at any campus dining location including the convenience stores and snack vending machines. Unused declining balance points at the end of fall semester will transfer to spring semester. Unused declining balance points at the end of spring semester are forfeited. No refunds will be issued for unspent declining balance points.

ID Card

A valid WCU Cat Card is required to use your meal plan. You must personally present your Cat Card to access your meal plan. You may not loan your card to another student. Cards presented in dining locations by someone other than the card owner will be confiscated. Cards and replacements may be obtained in the Killian Annex at OneStop Student Service Center. Cards that are damaged or the picture is impaired may be confiscated. Lost or stolen cards must be reported immediately to the Cat Card office or to University Police in order to have the card declared invalid. The University and Dining Services are not liable for purchases made with lost or stolen cards.

Serving Dates

Your meal plan can be used during scheduled service times from lunch on the day residence halls open until residence halls close at the end of the semester except during these University holidays: Thanksgiving Break (Wednesday –

Sunday lunch), Winter Break, and Spring Break. Serving dates and hours of operation at individual dining locations are described on our website at <http://wcu.edu/dining>. Holiday hours will also be posted several days in advance at each location and will be available on the website.

Meal Plans

Premium Declining Balance (\$1035.00 per semester)
 (Available to sophomores, juniors, seniors and graduate students based on credit hour)

Standard Declining Balance (\$935.00 per semester)
 (Available to sophomores, juniors, seniors and graduate students based on credit hours)

*Village Declining Balance (\$835.00 per semester***)*
 (Available to Village residents only regardless of credit hours)
 ***Requires a one year contact. Unused declining balance points at the end of spring semester will transfer to the following summer session. Unused declining balance points at the end of summer session will be forfeited.

Premium 80 Block Plan (\$1315.00 per semester)
 80 "All you care to eat" meals
 + \$865 Declining Balance Points
 (Available to all students)

Standard 80 Block Plan (\$1135.00 per semester)
 80 "All you care to eat" meals
 + \$680 Declining Balance Point
 (Required for freshmen)

II. Part-time Graduate Student
 (8 or fewer hours)

Semester Hours Enrolled	North Carolina Student	Out-of-State Student
1	\$ 361.03	\$ 1,559.03
2	432.68	1,630.68
3	793.70	3,189.70
4	865.35	3,261.35
5	937.00	3,333.00
6	1,298.28	4,892.28
7	1,369.93	4,963.93
8	1,441.58	5,035.58

For each course scheduled for audit, a charge will be made equal to the credit hour value of the audited course.

Part-time Graduate Student - Certified Nurse Anesthetist Program

Semester Hours Enrolled	North Carolina Student	Out-of-State Student
1	\$ 530.78	\$ 1,729.03
2	602.43	1,800.68
3	1,133.45	3,529.70
4	1,205.10	3,601.35
5	1,276.75	3,673.00
6	1,807.28	5,402.03
7	1,878.93	5,473.68
8	1,950.58	5,545.33

III. Asheville Student

Fees for all Western Carolina University resident-credit courses taught in Asheville are the same as on the Cullowhee campus. All UNC-A credit courses in which a student enrolls carry an additional cost per credit hour regardless of the fees paid for credit from Western Carolina University.

IV. Other Fees

Application fee	\$40
Graduation fee	\$30
Cap, gown, and hood	obtained through WCU Bookstore
Late registration fee	\$10

Certain courses in some fields require laboratory or materials fees in addition to the costs listed in this section. Textbooks are available to graduate students by purchase only.

Payment of Fees. All charges are due and payable on or before the published payment deadline for each term. Payment by check, in the exact amount of the bill, is recommended. In accordance with state policy, a processing fee of \$25 is assessed for returned checks.

Late Registration. With approved reason for delay, a student may register for classes after the regular registration date with the payment of a late registration fee. Students entering late must show satisfactory reason and obtain approval from their advisor and department head, who reserves the right to reduce the number of hours for which a late entrant may register.

Textbooks. Graduate students must purchase all textbooks regardless of course level. Textbooks for courses numbered 500 and above are available for purchase at the WCU Bookstore. Textbooks for courses numbered below 500 are available for purchase in the Book Rental Department of the WCU Bookstore.

Withdrawal

Students who withdraw from one or more courses during a term, but who remain enrolled in the university, must follow the procedures published in the master class schedule booklet in order to be officially removed from the class rolls. Grading policies applicable in the event of withdrawal are stated in the Academic Regulations section of this catalog.

Students withdrawing from the university during a term must secure a withdrawal form from the One Stop Student Service Center, obtain the necessary signatures, and return the form to the One Stop Student Service Center. If an emergency prevents a student from completing the withdrawal process before leaving the campus, the student should call, write, or arrange for a relative to contact the Advising Center at 828-227-7170.

Students who interrupt or terminate their education at the university during or at the end of a term for any reason are responsible for clearing any indebtedness in the following areas: residential living, bookstore, financial aid office, cashier's office, library, university police department, academic departments, and health services.

Refund Policies

Academic Year Tuition and Fees. During a fall or spring semester, a full-time or part-time student who withdraws from the university before the first day of classes will be refunded 100 percent of tuition and fees. Students who withdraw from the university beginning the first day of classes are entitled to refunds of tuition and fees in accordance with the following schedule:

First day of classes	95 percent
1 to 11 calendar days following the first day of classes	90 percent
12 to 28 calendar days following the first day of classes	50 percent
29 to 57 calendar days following the first day of classes	25 percent
58 calendar days following the first day of classes	0 percent

Students who withdraw from the university as a result of involuntary recall to military service, pursuant to a presidential order authorizing the call-up of reservists, and who are thereby prevented from receiving credit for the courses in which he/she is enrolled, will be entitled to a full refund of tuition and fees. Refunds of room and board charges will be prorated based on the number of days the dormitory room was occupied and the meal ticket was used. Students having the declining balance meal plan will be refunded the actual account balance at the time of withdrawal.

Students who reduce their course loads during the registration period for the semester as defined in this catalog, but who continue to be enrolled in the university, will have their tuition and fees adjusted fully to reflect only the number of semester hours in which they remain enrolled. Part-time students are eligible for a refund based on the semester hour tuition rate. Full-time students are eligible for a refund only when course loads are reduced below the minimum hours required to qualify as full-time. No adjustment will be made for reduced loads after the close of the registration period. However, students who drop all courses must withdraw from the university. They are, therefore, eligible only for the partial refunds that apply to university withdrawals.

Summer School Tuition and Fees. A student who drops summer school classes before the first day of classes will be refunded 100 percent of tuition and fees. Students who withdraw the first day of class or after are eligible for refunds through the first 50 percent of the summer session. The refund prorations for summer school are available from the Student Accounts office.

Summer school students who reduce their course loads by one or more semester hours within three days following regular registration or on or before the date of the second class meeting, whichever is later, will have tuition and fees adjusted to reflect the number of semester hours in which they remain enrolled.

Room and Board. Refunds of room and rent for any semester or summer term will be calculated at the same rate as tuition and fees.

Meal plan refunds for standard plans will be calculated based on a prorated daily balance. Meal plan refunds for declining balance plans will be based on the actual balance remaining on the student account at the time of withdrawal. All-you-care-to-eat meal plans have a standard declining balance component. Refunds for all-you-care-to-eat plans will be based on the policy applicable to each component. Refunds will not be made for the last two weeks of a semester or for the last week of a summer session.

Exceptions. Exceptions to these policies may be made if a student withdraws from the university for reasons of hardship. These reasons are defined as: (1) death of the student, (2) death in the student's immediate family, (3) a medical condition that compels withdrawal upon recommendation of the director of Student Health Services, or (4) a mental health condition that compels withdrawal upon recommendation of the director of Counseling and Psychological Services. Requests for exceptions should be submitted to the Refund Appeals Committee, One Stop Student Service Center. Approved exceptions for refunds or account adjustments will be forwarded to the Student Accounts Office to make final settlement of the student's account.

All refunds, regardless of the source of payment, will be made by a check payable to the student.

Graduate Assistantships

Teaching, research, and professional development assistantships are available to a limited number of well-qualified graduate students. Students should contact their program director regarding assistantship opportunities. Consideration for possible appointment to an assistantship will be given after a decision has been made concerning admission to graduate study. Stipends vary from approximately \$7,000 to \$10,500, based on a 20-hour per week work assignment. The in-state and/or out-of-state portion of tuition may be waived for some, but not all, of these assistantships. In order to receive a waiver, a student must have an assistantship.

Students receiving assistantships in the fall and spring semesters will be expected to be registered as full time graduate students. In order to qualify for a graduate assistantship, a graduate student must be admitted in either Regular Admission, Regular Admission (with Conditions), Provisional Admission, or Provisional Admissions (with Conditions) status prior to the start of the semester. Preference will be given to graduate students that have Regular Admission status. Graduate students in their last semester of graduate study may take as few as six credit hours and maintain a graduate assistantship. Continuation of the appointment depends upon satisfactory performance of duties and upon satisfactory academic achievement (3.0 GPA on all graduate coursework attempted).

Students with a graduate assistantship in the summer session do not have to be registered for graduate coursework in the summer as long as they are making adequate progress toward their degree and are registered for the fall semester.

Chancellor's Fellowships

A limited number of chancellor's fellowships are available to well-qualified graduate students each fall semester. The awards, based on merit, are intended to encourage and assist superior students in pursuing graduate studies in the minimum time possible. The value of each fellowship is \$6,000 per academic year and carries no work requirement. Students are required to be registered for a minimum of nine semester hours each semester. Application deadline is April 15. The application form and additional information are available from the Graduate School website at westerngrad.com.

Graduate School Study Grants

Each semester the Graduate School awards a number of Graduate School study grants. These grants are designed to support well-qualified graduate students by paying \$300 per semester. Students must register for a minimum of three semester hours. There is no work requirement and the awards are made on the basis of merit as reflected by the student's application file. Application deadline is May 15 for fall semester and November 15 for spring semester. The application form and additional information are available from the Graduate School website at westerngrad.com.

Morrill Family Fund for Research in Education

Established by Maurice B. and Anna C. Morrill, this fund is to help provide and promote desirable research relating to the improvement of teaching at any educational level. The purpose is to enhance abilities of graduate students in education to produce and use quality research. Application forms are available in the Office of the Dean, College of Education and Allied Professions, 222 Killian; Office of Graduate School and Research, 109 Camp Building; all departmental offices, College of Education and Allied Professions; and Office for WCU Programs in Asheville, 120 Karpen Hall. Deadline is September 1.

The Otto H. Spilker Endowed Scholarship

This scholarship is awarded to a graduate student in the Department of Health, Physical Education and Recreation. Priority consideration is given to students studying to teach physical education. Contact the Physical Education Graduate Program director.

Kendall W. King Scholarship Fund

The purpose of this scholarship fund is to provide financial support for worthy and deserving international students. Undergraduate and graduate students are eligible for the award. Contact the dean of Graduate School and Research.

The Staff Forum Scholarship Fund

The Staff Forum Scholarship Fund was established by the Western Carolina University Staff Forum to provide scholarship support for the children of SPA and EPA Non-Faculty employees. Contact the Office of Financial Aid.

Financial Aid

The university maintains an Office of Financial Aid. This office can furnish more detailed information concerning loans, work-study, and other work opportunities. The various types of aid are described in the undergraduate catalog, and a financial aid brochure is available upon request.

Veterans Assistance

The university is approved for the training of Veterans Affairs benefit recipients. This institution is approved under the provisions of Title 38 United States Code, Chapter 36. Persons eligible and entitled under provisions of Chapters 30, 31, 32, 34, 35 and Section 901 and 903, and Title 10 United States Code, Chapters 106 and 107 may enroll in programs approved by the North Carolina States Approving Agency. All inquiries concerning veteran educational benefits should be addressed to the Veterans Affairs Certifying Office, Office of Registrar, Western Carolina University, Cullowhee, North Carolina 28723, or interested parties may call 828-227-7216.

Disability Services

The Disability Services office provides accommodations for students with disabilities. Accommodations are determined on an individual basis and may include housing accommodations, testing accommodations, sign-language interpreters, note takers, books-on-tape, adaptive equipment and software, and priority registration. To receive services, students must submit a Voluntary Disability Disclosure form and current documentation of a disability. Disability

counseling, career advisement, advocacy, and coaching are also available. Visit the website at www.wcu.edu/disabilities or telephone 828-227-7234.

Catamount Academic Tutoring Center

The Catamount Academic Tutoring Center, located in 135 Killian Annex, is designed to ensure the academic success of all Western Carolina University students by offering free peer tutoring, workshops, and other resources to improve learning. Tutors offer strategies for effective study and efficient time management, and they facilitate collaborative groups in which each student is involved with actively exploring and learning the material. Visit the CAT Center website (<http://www.wcu.edu/catcenter>) or call 828-227-2274 to schedule a tutoring session or to learn more about workshop offerings in areas such as Time Management, Note Taking, Goal Setting, and Exam Preparation.

Testing Services

The Office of Professional Examinations, located in 135 Killian Annex, oversees administrations of the Graduate Record Examination (subject tests only), the Praxis Series, Scholastic Aptitude Test, ACT, Law School Admission Test, and the National Counselor Examination. Visit the website at <http://www.wcu.edu/catcenter/OPE.html> for registration and exam-preparation information.

For information about the Miller Analogies Test, College Level Examination Program (CLEP), Institutional SAT, Residual ACT, or the verbal portion of the SAT (for pre-nursing students), call 227-3264.

GRE Workshops. During fall and spring semesters, the Graduate School sponsors a free GRE preparation workshop for students who plan to apply for admission to a graduate degree program. The workshops are designed to help students prepare to take the three sections of the GRE General Test (verbal, quantitative, and analytical writing). For more information on workshop dates and to reserve a space in a workshop, contact Graduate School and Research at 828-227-7398.

Explanation of Out-of-State Tuition Rate

North Carolina General Statute 116-143, 1-2-3 governs tuition status. Each student will be subject to the following:

To qualify for in-state tuition, a legal resident must have maintained his or her permanent domicile in North Carolina for at least twelve months immediately prior to his or her classification as a resident for tuition purposes. In order to be eligible for such classification, the individual must establish that his or her presence in the state during such twelve-month period was for purposes of maintaining a bona fide domicile rather than for purposes of mere temporary residence incident to enrollment in an institution of higher education.

Student residential classification, for purposes of applicable tuition rates, is required to be changed if, since original establishment of a student's current classification, the state of legal residence has changed.

Certain members of the armed services and their dependent relatives may be eligible to be charged less than the out-of-state tuition rate. Included among the requirements are that the member of the armed services and a relative claiming the benefit through a member be living together in North Carolina incident to the supporting member's active duty and that the applicant for the benefit qualify for academic admission at the pertinent institution.

A student currently classified as a nonresident for tuition purposes has the right to petition for a change in classification to that of resident if he or she claims that he or she is now and, for at least the twelve-month period immediately preceding the date of such petition, has been a legal resident of the state of North Carolina. If it is determined that in fact a legal residency has existed for the required twelve-month period, the effective date of change in applicable tuition rates shall be the next semester, quarter, or term following the date of change in facts which required the change in classification.

A student currently classified as a resident for tuition purposes has the obligation to petition for a change in classification to that of a nonresident if there is reasonable basis for believing that change in fact requires such a change in classification. Failure to fulfill this obligation may result in appropriate disciplinary action including, but not necessarily limited to, cancellation of enrollment. If it is determined that in fact a student has become a nonresident, the effective date of change in applicable tuition rates shall be the next semester, quarter, or term following the date of change in facts which required the change in classification.

Copies of the applicable North Carolina law and regulations which govern such classification determinations are available in the Office of Admissions, Academic Services, Graduate School, and Office for Student Affairs for inspection upon request. The student is responsible for being familiar with these regulations.

Waiver of Tuition for North Carolina Residents Aged 65. Legal residents of North Carolina who have attained the age of 65 and who meet applicable admission standards may enroll on a tuition-free basis if space is available but must pay required fees. Further information is available from the registrar.

Academic Regulations

- Course and Grade Policies
 - Course Loads
 - Grading System
 - Credit Policies
 - In-Service Education Program
 - Family Educational Rights and Privacy Act
 - Standards of Conduct
 - Code of Ethics
 - Policy on Illegal Drugs
 - Policy on Computer Abuse

Course and Grade Policies

Courses listed in this catalog are open to graduate students only. At least half of the credit hours applied toward a master's degree must be from courses numbered 600 and above. At least half of the credit hours applied toward the education specialist degree must be from courses numbered 700 and above. All of the credit hours applied toward a doctor of education degree must be from courses numbered 700 and above.

Course Loads

The maximum full-time course load for graduate students is fifteen hours per semester. The minimum full-time load per semester is nine hours. The maximum load for graduate assistants is twelve hours per semester. Load limitation during summer school is twelve hours.

Students employed full-time are limited to six hours per semester and twelve semester hours for the academic year. Any exceptions to these rules must be approved by the department and the dean of Graduate School and Research.

Class Attendance. Graduate students are expected to attend all class meetings. Specific attendance regulations are announced by the instructor.

Grading System

The grades which may be assigned to graduate credit courses are as follows:

Grade	Interpretation	Quality Points Per Hour	Grade	Interpretation	Quality Points Per Hour
A	Superior	4	W	Withdrawal	-
B	Good	3	AU	Audit	-
C	Passing	2	IP	Grade Pending	-
F	Failure	0	S	Satisfactory	3
I	Incomplete	-	U	Unsatisfactory	0

Incomplete Grades. Instructors may give an incomplete grade when students are unable to complete a course for nonacademic reasons. An incomplete is not a satisfactory grade and may lead to an academic warning. All incomplete grades must be removed and a grade of A, B, C, F, S, or U must be submitted to the registrar by the last day of classes in the next semester, excluding the summer, an F being automatic if the student has not completed the coursework. A student may not register for the course again until the incomplete has been removed. All incomplete grades in courses taken as part of the degree program must be removed before graduation.

A grade of incomplete will be awarded only when there is a reasonable prospect that the student can pass the course by making up the work missed. The instructor is required to send to the department head a list of the conditions for removing the grade of incomplete. If the instructor is no longer in the employ of the university, the department head will remove the grade of incomplete upon completion of the stated requirements.

Grade Pending. An IP is assigned only for thesis research or similar courses to indicate that a grade is pending until the sequence of courses is completed. A grade of A, B, C, F, S, or U is then assigned to each course by the instructor.

Satisfactory/Unsatisfactory Grading. The use of S/U (pass/fail) grading is limited to selected courses in which standard or traditional grading is rendered difficult by the nature and purpose of the courses. The courses are identified in the master class schedule and in the course descriptions in this catalog. S (satisfactory) and U (unsatisfactory) are the only grades assigned in courses approved for pass/fail grading.

A student may find it necessary or advisable to withdraw from one or more courses during a term. In some cases, he/she may find it necessary to withdraw from the university.

Course Withdrawal. After consultation with the academic adviser and the instructor of the course, a student may withdraw from any course prior to the expiration of one-half of the term and receive a "W". A completed withdrawal form must be presented to the One Stop Student Service Center prior to the withdrawal deadline for posting. Course withdrawals do not count toward the nine hours required for full-time enrollment.

After one-half of a term, but prior to the fourteenth week of the semester (or before the last two class days of summer sessions), a "W" will be assigned only for written verifiable mental health, medical, legal, or administrative reasons. In order to obtain a "W", the student must first consult with the course instructor, who may elect to support or withhold support for the student's request. If the instructor supports in writing the student's request, the student must receive written verifiable support from Western Carolina University Health Services' staff, Counseling and Psychological Services' staff, an official court of law, or a college dean, as appropriate. If a withdrawal is granted by the course instructor, the head of the department offering the course, and the student's adviser, the withdrawal form must be submitted to the One Stop Student Service Center no later than the last day of the thirteenth week of the semester. No "W"s will be assigned after the last day of the thirteenth week of a semester, or during the last two class days of a summer session. In extenuating circumstances, or if the student's request is not approved by any university party involved, the student can appeal through the Academic Appeal Procedure within thirty five days after the end of final exams.

University Withdrawal. To withdraw from the university (i.e. cease to attend all courses), a student must complete a withdrawal form from the Advising Center.

If an emergency prevents a student from completing the withdrawal process before leaving the campus, the student should call, write, or arrange for a relative to contact the Advising Center at 828-227-7170.

Any time a student is forced to withdraw from the university during a term for mental health, medical, legal, or administrative reasons which are verified in writing, a grade of W will be assigned in all courses in which the student is registered. If a student withdraws from the university for other than mental health, medical, legal, or administrative reasons after one-half of the total class time has elapsed, an F, W, I, or IP grade will be assigned by the instructor according to the following guidelines:

1. A W grade will be assigned if the student is passing or if the student's progress has not been evaluated.
2. An I or IP grade will be assigned if the instructor agrees that there is a reasonable prospect that the work can be made up and agrees to allow the student to do so.

3. An F grade will be assigned if the student is failing.

Current policies and procedures pertaining to grades, indebtedness, and refunds are applicable upon withdrawal from the university. A student who withdraws from the university either during or at the end of a term for any reason is responsible for clearing any indebtedness to Residential Living, bookstore, financial aid office, controller's office, library, university police department, academic departments, and health services.

Audit. A graduate student may audit a course if space is available and if prior permission of the instructor, the advisor, the head of the department offering the course, and the dean of Graduate School and Research has been obtained. A completed course audit form must be submitted. No credit is earned for auditing, but the audited course must not add hours in excess of the student's maximum load. An auditor's participation in class activities is optional with the instructor. Change from audit to credit or from credit to audit is permissible only during the regular schedule change period. An audited course will be noted on the student's transcript.

Final Grade Changes. When a grade other than incomplete has been reported officially by an instructor at the end of a term, the grade will be recorded by the registrar and can be changed only if an error has been made in estimating or reporting the grade. The instructor will, with the approval of the department head, report the error in writing to his/her dean with a recommendation about the action to be taken. Only the instructor has the right to change the grade in a course except as provided in the incomplete grade policy.

Any request by a student for a change in a final grade must be submitted within 30 days of the mailing of the final grade report.

Grade Average for Graduation. An average of B (3.0 GPA) is required for all graduate degrees. Grades received in all graduate courses will be included in the graduate cumulative average.

Course Repeat Policy. A graduate student may repeat any course one time with the approval of the advisor, department head, and dean of Graduate School and Research. The original grade earned in the repeated course remains on the student's transcript and is calculated in the student's cumulative average.

Transcripts. Transcripts are furnished, either to the student or by mail, only after accounts are cleared and only upon the student's written request, which must include the student's signature and student identification number. Requests for transcripts should be addressed to the registrar. The university's recommendation for teacher certification will be accompanied by a transcript. There is no charge for transcripts issued.

Academic Honesty Policy. Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

- A. Cheating-intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- B. Fabrication-intentional falsification or invention of information or citation in an academic exercise.
- C. Plagiarism-intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.
- D. Facilitation of academic dishonesty-intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

The procedures for cases involving allegations of academic dishonesty are:

1. Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of F in the course. Within 5 calendar days of the event the instructor will inform his/her department head, and the Associate Dean of the Graduate School when the student is a graduate student, in writing of the academic dishonesty charge and sanction.

2. The department head or graduate program director will meet with the student to inform him/her orally and in writing of the charge and the sanction imposed by the instructor within 10 calendar days of written notice from the instructor.

Prior to this meeting, the department head will contact the Office of Student Judicial Affairs to establish if the student has any record of a prior academic dishonesty offense. If there is a record of a prior academic dishonesty offense, the matter must be referred directly to the Office of Student Judicial Affairs. In instances where a program does not have a department head or graduate program director, the Dean or Associate Dean of the college will assume the duties of department head for cases of academic dishonesty.

3. If the case is a first offense, the student can choose to accept the charge and sanction from the instructor by signing a Mutual Agreement with the department head or graduate program director or can choose to have a hearing with the Academic Integrity Board. Within 10 calendar days of the meeting with the student, the department head or graduate program director will 1) report the student's choice of action in writing to the Office of Student Judicial Affairs, 2) file a copy of the Mutual Agreement (when applicable) with the Office of Judicial Affairs, and 3) inform the student of the sanction or sanctions to be imposed under the Mutual Agreement or inform the student of the procedure for requesting a hearing with the Academic Integrity Board if the Mutual Agreement is not accepted. Mutual Agreements are final agreements not subject to further review or appeal.

4. In instances of second offenses, or when the student chooses a hearing, the Office of Student Judicial Affairs will meet with the student to provide an orientation to the hearing process and to schedule a date no less than 10 and no more than 15 calendar days from the meeting for the hearing. The student can waive minimum notice of a hearing; however, extensions are at the sole discretion of the Office of Student Judicial Affairs. Should the student choose not to attend his/her orientation meeting, a hearing date will be assigned to the student.

5. The hearing procedures will follow the same format as stated in the Code of Student Conduct (Article V.A.5). The hearing body (Academic Integrity Board) will consist of 2 students from the Student Judicial Affairs Student Hearing Board and 3 faculty members. The faculty fellow for academic integrity will be one of the faculty members and will serve as the chair. The other two faculty members will be chosen by the Director of Student Judicial Affairs from a pool of eight faculty hearing officers. Each academic year, each college dean will appoint two faculty members from the college to comprise the pool of eight faculty hearing officers. Hearings will be held in a student's absence when a student fails to attend the hearing for any reason. The hearing body may impose any sanctions as outlined in Article V.B. in the Code of Student Conduct. Students given a sanction of probation for academic dishonesty will remain on probation at Western Carolina University until graduation.

6. Following a decision from the Academic Integrity Board, the Office of Judicial Affairs will inform the student of the sanction or sanctions to be imposed upon them and of their right to file an appeal with the University Academic Problems Committee. The appeal is limited to those rules and procedures expressly mentioned in the Code of Student Conduct (Article V.D.2) and is limited to the existing record. If the student does not file an appeal with the University Academic Problems Committee within 5 calendar days, the sanction or sanctions from the Academic Integrity Board will be imposed. The decision of the Academic Problems Committee may be appealed to the Vice Chancellor for Student Affairs. Any decision of the Vice Chancellor for Student Affairs may be appealed to the Chancellor.

7. Upon final resolution of a case involving suspension or expulsion, the Director of Student Judicial Affairs will inform the appropriate dean, department head, and the administrator in the One Stop Office who is responsible for University Withdrawals of the sanction.

An act of academic dishonesty, including a first offense, may place the student in jeopardy of suspension from the university. A repeated violation or more serious first offense may result in expulsion. Disciplinary records for any act of academic dishonesty are retained by the Department of Student Judicial Affairs for at least five years from the date of final adjudication. These records are available to prospective employers and other educational institutions in accordance with federal regulations.

For specific information on procedures for cases involving allegations of academic dishonesty, see relevant sections in the *Student Handbook*.

Academic Dismissal. A student who accumulates three grades of C or any grade of F will automatically be dismissed from the Graduate School. A student who has been admitted provisionally and fails to meet the terms of the provisional admission will also be dismissed from the Graduate School. Once dismissed a student cannot register for graduate

courses and may not be readmitted until the following spring or fall semester has elapsed. For readmission to the Graduate School, a student should petition in writing to the Dean of the Graduate School. A student may petition for readmission to the Graduate School only one time following the academic dismissal. Approval for readmission may be accompanied by additional requirements. Upon readmission the student must meet all requirements under the catalog in effect at the time of his/her readmission. A readmitted student who receives any additional grade of C or lower will be permanently dismissed.

Academic Appeal Procedure. Students who feel they have been treated unjustly by an instructor in any matter pertaining to academic work should appeal by taking the following steps:

1. Appeal verbally to the instructor. An appeal concerning a final grade must be made within 35 days after the end of final exams.
2. If the matter is not resolved satisfactorily, appeal verbally to the instructor's department head.
3. If the matter is not resolved satisfactorily, appeal in writing to the dean of the Graduate School. If the appeal involves a grade, a written appeal must be received in the Graduate School within thirty days of the final conference with the department head. Students should be aware that only the instructor can change a grade. Within 30 days of receipt of the written appeal, the graduate dean convenes a committee comprised of two graduate faculty and one graduate student. This committee hears the student appeal, and makes a recommendation to the dean, who rules on the student appeal.
4. If the matter still cannot be resolved satisfactorily, the student may appeal to the provost, and finally to the chancellor.

A student who has been dismissed from the Graduate School for failure to meet the terms of provisional admission or for accumulation of excessive unsatisfactory grades will be notified by the dean of Graduate School and Research. The student has two weeks from the date of the letter of notification of dismissal to appeal. The letter of appeal should be addressed to the dean of Graduate School and Research. The appeal will be considered by the Graduate Council, who will make a recommendation to the dean of Graduate School and Research. The student will be notified of the outcome of the appeal by the dean. If, after appealing to the graduate dean, the student is still dissatisfied or suitable action has not been taken, the student may appeal to the provost, and finally to the chancellor.

Credit Policies

Residence Requirement. At least 24 semester hours of a student's work toward a degree must be earned in resident credit courses. All graduate programs in teacher education require a period of full-time resident study of at least one academic semester or one complete summer session. In lieu of resident study, the requirements may be met through an off-campus period of study that is equivalent to one semester or one complete summer session of work. The off-campus study must involve an organized group of graduate students pursuing a specific graduate program under the supervision and instruction of regular Western Carolina University graduate faculty.

Transfer Credit. Policies regarding transfer credit vary according to the graduate program. Based on the sliding scale below (total number of hours in the graduate program) graduate students may transfer in hours (with a grade of B or better) with approval of the Program Director.

- 30-39 hours (up to 6 hours)
- 40-49 hours (up to 9 hours)
- 50+ hours (up to 12 hours)

Students must transfer credit from both special and nondegree status if they intend to count such credit toward their degree. Depending on the graduate program, students may transfer six to twelve semester hours of graduate credit earned at WCU with grades of B or better from special or nondegree status. Students should consult with the academic advisor to determine the specific number of transfer hours allowed in a program. Up to 9 hours (with a six year time limit) may be counted in meeting the requirements in two different graduate programs and degree programs. Requests for transfer of credit already earned are made as soon as is feasible when the student is accepted into degree status. Forms for the transfer of credit are available from the Graduate School. Courses accepted for transfer credit must (1) be appropriate to the student's program and be approved by the student's advisor, (2) be completed within the six-year

limit for course work applicable toward the degree, and (3) have been offered by a regionally accredited institution for graduate credit.

Graduate students who have been admitted to Graduate School may enroll at other regionally accredited graduate-level institutions for coursework which is applicable to their programs provided they have obtained advance permission from their advisor(s) and the dean of Graduate School and Research. Forms are available from the Graduate School. Such course work cannot exceed the six-hour maximum for transfer credit. Students should note that while courses may be transferred into a degree program, grades earned at other institutions are not transferred and therefore are not counted toward a student's GPA.

Experiential Credit. The university does not grant graduate academic credit for the life experiences of students. A policy has been established to award credit, up to a maximum of twenty percent of a graduate degree, for experiential courses. Experiential courses have been defined by the university as structured, preplanned, experiential-learning opportunities for which credit toward a degree may be earned through regular enrollment in established university courses. Experiential courses are required by some, but not by all, graduate programs.

External Instruction Courses. Western Carolina University has guidelines for enrolling students in external instruction courses/programs. External instruction programs are defined as instruction received at a site(s) to which the student is sent by the enrolling institution to participate in instructional activities. Encompassed in the scope of external instruction are programs referred to as cooperative programs, practical training, independent study, and open-circuit televised instruction which meet the following guidelines:

1. All courses are *bona fide*: approved by all required college, university, state, regional, and national regulatory agencies. Courses are also approved to meet all licensure and licensing requirements.
2. All courses are an integral part of the student's program; credit will apply toward graduation and/or will be required for a particular degree program.
3. All courses are appropriately rigorous with assigned credit proportionate to the amount of instructor involvement and control (assigned credit is determined by university and state requirements).
4. The university/college has an agreement on file with specific work sites assuring that the experiences will provide opportunities for application of the knowledge, skills, and competencies gained from on-campus academic programs.
5. All courses have regularly employed faculty members responsible for all students participating in external instruction courses.

Continuing Education Units (CEU) Credit. Courses in which CEUs are earned are not accepted for undergraduate or graduate credit, and regular credit courses offered by the university are not available for CEU credit. Students interested in CEUs should contact the Division of Educational Outreach for information about special programs and courses suited to their needs.

Time Limitation. Work to be applied toward any master's or education specialist degree must have been completed within six years immediately preceding the completion of requirements for the degree. Graduate credits to be accepted in transfer must have been earned within the six-year period. Students in the Ed.D. program must complete all degree requirements within five years of admission to candidacy. Any extension of time beyond these limits must have the approval of the student's advisor, the head of the department of the student's program, and the dean of Graduate School and Research.

In-Service Education Program

The university provides graduate courses in a number of locations throughout the state so that students may continue their studies and at the same time carry out job-related responsibilities. Within specified limits, credit earned in these courses may be included in programs of study leading to many of the degrees offered by the Graduate School. Students planning to register for in-service courses should consult with their advisors, the department heads, or the Graduate School to ascertain if the courses are approved for inclusion in a program of study for a graduate degree. No student will be allowed to count more than six semester hours of extension credit toward a degree.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the registrar's office written requests that identify the record(s) they wish to inspect. The registrar's office will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights, may discuss their problems informally with the university director of Equal Opportunity Programs. If the decision is in agreement with the students' requests, the appropriate records will be amended. If not, the students will be notified within a reasonable period of time that the records will not be amended, and they will be informed by the director of Equal Opportunity Programs of their right to a formal hearing.
3. The right to consent to disclosures of personally-identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
4. The right to file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605 concerning alleged failures by Western Carolina University to comply with the requirements of FERPA.

Western Carolina University hereby designates the following categories of student information as public or Directory Information. Such information may be disclosed by the institution for any purpose, at its discretion.

- Student name
- Local and home address
- Telephone numbers
- Classification
- Parent/guardian
- County
- Major field of study
- Photograph
- Dates of attendance
- Degrees
- Honors and awards received
- The most recent previous educational agency or institution attended by the student
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Electronic mail (E-mail) address.

Students may withhold directory information by notifying the One Stop Student Service Center in writing within five working days from the first day of classes for the fall term, or by the first day of classes for subsequent terms. Students are warned, however, prior to making a decision to withhold personally-identifiable data, that undesirable consequences frequently occur, such as names of students on the Deans' List are not published, names are not listed in commencement bulletins, and requests from prospective employers are denied. Forms are available at the One Stop Student Service Center and on the Web at registrar.wcu.edu/forms.

Western Carolina University's complete FERPA policy may be obtained from the One Stop Student Service Center.

Students' Education Records At General Administration of The University of North Carolina: Annual Notification of Rights

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, General Administration, The University of North Carolina, 910 Raleigh Road, Chapel Hill, North Carolina, 27515.

Further details about FERPA and its 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, North Carolina (mailing address P.O. Box 2688, Chapel Hill, North Carolina 27515-2688; telephone 919-962-4588).

Standards of Conduct

The university is committed to developing and maintaining the highest standards of scholarship and conduct. Therefore, all students are subject to the rules and regulations of the university. In accepting admission to Graduate School, students indicate their willingness to abide by university rules and regulations and acknowledge the right of the university to take appropriate disciplinary action, including suspension and/or expulsion, as may be deemed appropriate, for failure to abide by university rules and regulations. Rules related to student conduct and procedures for the resolution of cases may be found in the Code of Student Conduct available in the Student Handbook or on the World Wide Web at www.wcu.edu/studenthomepage/handbook.

Students registered in the Graduate School at Western Carolina University may not be enrolled simultaneously at another institution except in the case of transfer of credit or guest matriculant, which must be approved in advance by the dean of Graduate School and Research. Failure to comply with this policy may result in dismissal from the Graduate School.

Code of Ethics

Graduate students are expected to be familiar with and to adhere to the professional and ethical guidelines appropriate to their area of study. Failure at any time to adhere to the guidelines may result in immediate dismissal from the Graduate School.

Policy on Illegal Drugs

I. Purpose

Western Carolina University is an academic community dedicated to the transmission and advancement of knowledge and understanding. The Board of Trustees is committed to the maintenance and protection of an

environment in which students and faculty members may responsibly pursue these goals through teaching, learning, research, discussion, and publication, free from internal or external restraints that would unreasonably restrict their academic endeavors. Moreover, it is the obligation of all members of the university community—faculty, students, administrators, and other employees—to help maintain an environment where academic freedom flourishes and in which the rights of each member of the academic community are respected. The illegal use of and trafficking in drugs can jeopardize the welfare of members of this academic community. Accordingly, in an effort to responsibly address such threats to the integrity of the academic environment, the Board of Trustees adopts this policy.

II. **Applicable Policies, Practices, and Programs**

A. **Education, Prevention, Counseling, and Rehabilitation**

1. Just as the primary purpose of Western Carolina University is education, so also the university's major effort to address drug abuse should be educational in nature. The university shall maintain a comprehensive drug education program available to all members of the academic community (students, faculty, administration, and staff). The activities of the program shall be the responsibility of the Drug and Alcohol Education Task Force cochaired by the University addictions counselor and a faculty member and composed of faculty, staff, and students. The task force shall develop and coordinate an ongoing program available to all members of the academic community that:
 - a. informs members of the academic community about the health hazards associated with drug abuse;
 - b. emphasizes the incompatibility of drug abuse and maximum achievement of personal and educational goals;
 - c. encourages members of the campus community to make use of available campus and community counseling, medical, and rehabilitation resources in dealing with drug abuse problems; and
 - d. informs members of the academic community that they also may be subject to criminal prosecution for violating state laws relating to the illegal use, possession, delivery, sale, manufacture, or creation of controlled substances.
2. WCU shall provide information about drug counseling and rehabilitation services to members of the university community, through campus-based programs for students and through community-based organizations for faculty, staff, and students. Persons who voluntarily avail themselves of university services shall be assured that applicable professional standards of confidentiality will be observed.

B. **Enforcement and Penalties**

1. Western Carolina University shall take all actions necessary, consistent with state and federal law and applicable university policy, to eliminate illegal drugs from the university community. The institutional policy on illegal drugs shall be publicized in catalogs and other relevant materials prepared for all enrolled and prospective students and in relevant materials distributed to faculty members, administrators, and other employees.
2. Students, faculty members, administrators, and other employees are responsible, as citizens, for knowing about and complying with the provisions of North Carolina law that make it a crime to possess, sell, deliver, or manufacture those drugs designated collectively as "controlled substances" in Article 5 of Chapter 90 of the North Carolina General Statutes. Any member of the university community who violates that law is subject both to prosecution and punishment by the civil authorities and to disciplinary proceedings by the university. It is not "double jeopardy" for both the civil authorities and the university to proceed against and punish a person for the same specified conduct. The university shall initiate its own disciplinary proceeding against a student, faculty member, administrator, or other employee when the alleged conduct is deemed to affect the interests of the university.
3. Penalties shall be imposed by the university in accordance with procedural safeguards applicable to disciplinary actions against students, faculty members, administrators, and other employees, and by regulations of the State Personnel Commission.*

4. The penalties to be imposed by the university shall range from written warnings with probationary status to expulsions from enrollment and discharges from employment. However, the following minimum penalties shall be imposed for the particular offenses described.

III. Trafficking in Illegal Drugs

- A. For the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell, or deliver, of any controlled substance identified in Schedule I, North Carolina General Statutes 90-90, or Schedule II, General Statutes 90-90 (including, but not limited to, heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, and methaqualine), any student shall be expelled and any faculty member, administrator, or other employee shall be discharged.
- B. For a first offense involving the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell, or deliver, of any controlled substance identified in Schedules III through VI, North Carolina General Statutes 90-91 through 90-94 (including but not limited to marijuana, pentobarbital, codeine), the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. For a second offense, any student shall be expelled and any faculty member, administrator, or other employee shall be discharged.

IV. Illegal Possession of Drugs

- A. For a first offense involving the illegal possession of any controlled substance identified in Schedule I, N.C. General Statutes 90-89, or Schedule II, N.C. General Statutes 90-90, the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent.
- B. For a first offense involving the illegal possession of any controlled substance identified in Schedules III through VI, North Carolina General Statutes 90-91 through 90-94, the minimum penalty shall be probation, for a period to be determined on a case-by-case basis. A person on probation must agree to participate in a drug education and counseling program, consent to regular drug testing, and accept such other conditions and restrictions, including a program of community service, as the chancellor or the chancellor's designee deems appropriate. Refusal or failure to abide by the terms of probation shall result in suspension from enrollment or from employment for any unexpired balance of the prescribed period of probation.
- C. For second or other subsequent offenses involving the illegal possession of controlled substances, progressively more severe penalties shall be imposed, including expulsion of the students and discharge of faculty members, administrators, or other employees.

V. Suspension Pending Final Disposition

When a student, faculty member, administrator, or other employee has been charged by the university with a violation of policies concerning illegal drugs, he or she may be suspended from enrollment or employment before initiation or completion of regular disciplinary proceedings if, assuming the truth of the charges, the chancellor or, in the chancellor's absence, the chancellor's designee concludes that the person's continued presence within the university community would constitute a clear and immediate danger to the health or welfare of other members of the university community; provided, that if such a suspension is imposed, an appropriate hearing of the charges against the suspended person shall be held as promptly as possible thereafter.

VI. Compliance with Federal Drug-free Workplace Act of 1988 Pertaining to Employees

- A. As a condition of employment, an employee must abide by the terms of this policy and must notify his immediate supervisor at Western Carolina University of any criminal drug conviction occurring in the workplace no later than five days after that conviction.
- B. Western Carolina University will notify federal granting or contracting agencies within ten days after receiving notice that an employee directly engaged in a grant or contract has been convicted of a drug offense in the workplace.
- C. Western Carolina University will impose sanctions and/or require satisfactory participation in drug abuse or rehabilitation programs by an employee convicted of a drug-related violation in the workplace no later than thirty days after notice of said conviction.

* Rules of the State Personnel Commission govern disciplinary actions that may be taken against SPA employees; under current Commission policies, discharge rather than suspension is the applicable penalty for SPA employees in instances where this policy otherwise requires suspension.

Policy on Computer Abuse

The University provides computer access through the information technology division, college, and department computer systems. It is essential that computer systems be protected from misuse and unauthorized access subject to university policy and applicable state and federal laws. Computer abuse defined as, but not limited to, privacy issues, theft, vandalism, copyright issues, and harassment will be referred to the Office of the Chief Information Officer and/or college or department computer network and laboratory managers. Abuse involving theft or vandalism will also be reported to the director of the University Police Department. Penalties include, but are not necessarily limited to, suspension or revocation of computing privileges, reimbursement to the university for resources consumed, other legal action including action to recover damages, referral to law-enforcement authorities, and referral to the Vice Chancellor for Student Affairs for disciplinary action. In connection with inquiries into possible abuses, the university reserves the right to examine files, programs, passwords, accounting information, printouts, or other computing material without notice authorized only by the Chief Information Officer. See University Policy #52, Use of Computers and Data Communications online at <http://www.wcu.edu/chancellor/index/universitypolicy/policy52.html>.

Admissions and Degree Requirements

- Admissions
- Admission Requirements
- Categories of Admission
 - Master of Accountancy Degree
 - Master of Arts and Master of Science Degrees
 - Master of Arts in Education Degrees
 - Master of Arts in Teaching Degree
 - Master of Business Administration Degree
 - Master of Construction Management Degree
 - Master of Education Degree
 - Master of Entrepreneurship Degree
 - Master of Fine Arts in Fine Arts Degree
 - Master of Health Sciences Degree
 - Master of Music Degree
 - Master of Physical Therapy Degree
 - Master of Project Management Degree
 - Master of Public Affairs Degree
 - Master of School Administration Degree
 - Master of Social Work Degree
 - Post-master Certificate Program
 - Education Specialist Degree
 - Doctor of Education Degree
 - Foreign Language Requirement
 - Thesis
 - Dissertation
 - Comprehensive Examinations
 - Policy on Completion of Thesis and Dissertation
- Degree Program Admission Requirements
- Graduation and Licensure
 - Clinical and Field Experiences in Programs Leading to Professional Education Licensure by the North Carolina Department of Public Instruction
 - Certificate Programs
 - Changes in Requirements and Regulations

Admissions

The dean of Graduate School and Research is responsible for the admission of all graduate students. All students taking graduate courses, whether for credit, noncredit, or audit, must make formal application to the Graduate School prior to enrolling in any graduate course work.

All applications and inquiries should be addressed to:

Graduate School and Research
109 Cordelia Camp Building
Western Carolina University
Cullowhee, NC 28723-9022
Telephone: 828-227-7398 or 800-369-9854

The Graduate School welcomes the applications of students without regard to race, color, national origin, religion, sex, age, sexual orientation, or disability. In addition to the stated objective criteria described in the application procedure (e.g., letters of recommendation, official test scores, official transcripts, etc.), the dean of Graduate School and Research reserves the right to determine, from appropriate information, whether an applicant will be a suitable candidate for graduate studies.

The specific requirements for the various degree programs offered are outlined in subsequent sections of this catalog. All prospective applicants are urged to study these requirements carefully prior to initiating an application for acceptance to the Graduate School.

Application Procedure. All applicants to the Graduate School are required to submit the following:

- The completed application for admission (available at westerngrad.com)
- The nonrefundable \$40.00 application fee
- Official copies of transcripts from all colleges/universities attended
- Required test scores for your chosen program
- Letters of recommendation (required for most programs)
- Other requirements for your chosen program. (you can access The Record, Western's Graduate Catalog, and link to the home pages of all graduate programs for additional program information at westerngrad.com)

An application is not considered complete until all required materials are received by the Graduate School. Each application is reviewed by the director of the graduate program to which the person is applying. All materials submitted become the property of the university and cannot be forwarded or returned. WCU admits students with completed applications on a rolling basis. However, the following programs have a deadline for completed applications to be submitted:

Art, M.F.A.	March 1*
Communication Sciences and Disorders, M.S.	February 1*
Counseling (Community), M.S.	February 1
Counseling (School), M.A.Ed.	February 1
Educational Leadership, Ed.D.	February 1
Nursing, M.S.	February 15*
Nursing, Certified Registered Nurse Anesthesia track	June 15

Nursing, Family Nurse Practitioner track	February 15
Nursing, Nurse Educator track	February 15
Nursing, Post-Graduate Nurse Educator track	February 15
Nursing, Post-Master's Family Nurse Anesthesia track	February 15
Physical Therapy, M.P.T.	February 1*
Psychology (Clinical/School/General Experimental), M.A.	February 1*
Social Work, M.S.W.	February 1

Any student who is inactive for one semester (not counting summer term) must re-enroll by notifying the graduate school in writing (email is acceptable). No application fee is required.

Any student inactive for one full year or more (example: fall semester, spring semester, and summer school) must file a new application for admission and be reevaluated for admission prior to resuming study. An application fee of \$40.00 is required. This includes applicants who are re-applying for a future term after being denied admission.

Any student who receives a graduate degree from Western Carolina University and wishes to apply for additional graduate coursework will not be required to pay the application fee.

Program Changes. Students requesting to change programs, after having been accepted into a program of study, must submit the Graduate Student Request Form. The student is subject to requirements for the new program and must submit any additional credentials necessary for admission to that program.

Admission to one degree program does not guarantee admission to another degree program. A student may not be admitted to more than one program at the same time.

*The initial deadline for applications is February 1 and students who submit completed applications by that date will be given preference. If openings are available after the February 1 date, students submitting late applications will be considered accordingly.

Admission Requirements

All applicants for admission to the Graduate School must hold a bachelor's degree from a regionally accredited college or university. An applicant may be required to take additional coursework to strengthen the undergraduate background.

Graduate students are required to have access to technology that meets the University computer requirements.

Categories of Admission

Persons applying for admission to the Graduate School, if accepted, may be admitted in one of several categories as described below:

Regular Admission. Students with a complete application file, who meet the established requirements for admission to the Graduate School and their degree programs, are granted Regular Admission. To qualify for Regular Admission, a student must have earned an overall grade point average of 3.0 on a 4.0 scale for the last 60 hours of undergraduate work, or a 2.85 on a 4.0 scale cumulatively. An applicant with a graduate degree does not have to meet the undergraduate grade point average requirement.

Provisional Admission. Some graduate programs allow applicants with a complete application file who do not meet the formal requirements for Regular Admission to be granted Provisional Admission. To move from Provisional

Admission to Regular Admission, part-time students must earn at least a 3.0 GPA in their first nine semester hours of completed graduate credit; full-time students must earn at least a 3.0 GPA in their first term of full-time graduate study (nine hours or more of completed graduate level coursework). If provisionally admitted students fail to meet the requirements as stated in their letter of acceptance, the offer of admission to the Graduate School will be withdrawn.

Conditional Admission. Some graduate programs allow promising students to take courses for one semester while they are completing their application file. To gain Conditional Admission, the student must provide evidence of holding a bachelor's degree by submitting with his or her application an unofficial transcript from a regionally accredited institution. By the end of the semester, the student who wishes to continue taking graduate courses must complete his/her application file. Once the file is complete, the student must be awarded Regular Admission, Provisional Admission, or be denied admission.

Non-degree Admission. Some programs allow students who wish to take one or more graduate courses for self-improvement, teacher licensure, or exploration of graduate degree program offerings to be granted Non-degree Admission. Such students must show evidence that they hold a bachelor's degree by submitting an unofficial transcript from a regionally accredited institution. Persons granted non-degree status that later decide to work toward a degree must petition for regular admission. Non-degree students may request to become degree students by submitting the appropriate Graduate School form and all documents required by the program they wish to enter. Students should be aware that work completed in a special or non-degree status does not necessarily apply toward a degree, nor does being allowed to take courses imply acceptance into a degree program. If a student has taken courses in a special or non-degree status and later is formally admitted as a degree candidate, a maximum of twelve hours of the earlier coursework with grades of B or better may be transferred into a degree program. The student's advisor, department head, and graduate dean must approve such a transfer.

Guest Matriculant. Students enrolled at other regionally accredited graduate schools may be admitted temporarily to take a limited number of graduate courses provided the deans of their graduate schools make the request for them in writing.

Undergraduates. In most cases, undergraduate students may not enroll in graduate-level courses for either undergraduate or graduate credit. Seniors may petition in writing to take courses at the 500 or 600 level only if they meet the eligibility requirements of the Graduate School. Enrollment must be approved in advance of registration, and an approved application must be on file in the Graduate School where application forms and information about eligibility are available. If the application is approved, the senior will be expected to meet the same requirements for credit that apply to graduate students regardless of other conditions that may be specified. Exceptions include participating in the Four Plus One Program and selected seniors.

International Students. International students are granted regular, provisional, special, nondegree, or guest matriculant admission to the Graduate School as appropriate in each case. Western Carolina University is authorized under Federal law to enroll non-immigrant students.

In addition to the application form, application processing fee (waived for exchange students), test scores (GRE, GMAT or other tests required of the program), letters of recommendation, and transcripts as specified for each program. International students must have their transcripts and full course descriptions translated into English and evaluated by a recognized credential evaluation service. International applicants from countries where English is not the primary language must submit a minimum score of 550 (paper-based), 213 (computer-based), or 79 (internet-based) on the Test of English as a Foreign Language (TOEFL) and provide a statement of financial responsibility. It is expected that international students will not begin graduate study until the admission process is completed and the student has met all admission conditions except prerequisite coursework requirements, if any.

The International Student Advisor assists international students with their transition to a U.S. university culture in a western North Carolina community by providing and sponsoring orientation programming, visa issuance and counseling, international activities, and community outreach activities. For more information, contact 828-227-7494.

Since several months may be required to receive and process applications from abroad, international students are urged to submit complete information as early as possible, and no later than the appropriate deadlines for the intended program.

In the case of programs without deadlines application deadlines for international students are as follows: April 1 for fall term and September 1 for spring term.

Degree Program Admission Requirements

The specific requirements for the various degree programs are outlined below. The major department also may require and consider other information such as recommendations, experience, and personal interviews.

Master of Accountancy Degree

To be eligible for consideration, applicants must present a satisfactory score on the Graduate Management Admission Test (GMAT) or the Graduate Record Examinations (GRE). A minimum GMAT score of 450 is recommended. In addition, applicants must present an undergraduate GPA sufficient to meet formula requirements as follows:

200 times the undergraduate GPA plus the GMAT score must equal at least 950; or, 200 times the GPA for the last two years plus the GMAT score must equal at least 1000.

For students using the GRE, the admissions criteria are the same as the Graduate School. The program requires a minimum GPA of 2.75 on the last two years of coursework. Letters of recommendation or personal interviews may be requested.

Master of Arts and Master of Science Degrees

Applicants for degrees in history, applied mathematics, biology, chemistry, English, TESOL, and music must have an average grade of B or higher as defined by the major department in upper-level undergraduate courses in the major. For communication sciences and disorders, community counseling, human resources, and psychology, a B average calculated for the last two years overall is required. A personal interview may be requested by some departments. A writing sample (such as an undergraduate paper) is required for the M.A. in English. Applicants to the M.A. program in history are encouraged to submit a writing sample (such as undergraduate paper).

The General Test of the Graduate Record Examinations is required for American history, applied mathematics, biology, chemistry, communication sciences and disorders, community counseling, English, human resources, music, psychology, science and entrepreneurship, and technology.

Applicants for the M.S. in science and entrepreneurship must hold a bachelor's degree in science from an accredited college or university with a grade point average of 3.0 or better. Applicants for the M.S. in technology must hold a bachelor's degree in an engineering, engineering technology, or industrial technology program with an average grade of B or higher as defined by the department in upper-level undergraduate courses in the major. Prerequisites for admission to the program for graduates of other curricula include a minimum of 16 hours of undergraduate work in four different technical areas. Students must demonstrate computer competency prior to completion of six semester hours of the program. Students who lack this experience must complete an advisor-approved computer class.

Three recommendations (forms are available from the Graduate School) from former instructors who are in a position to judge the applicant's aptitude for graduate study are required for all programs.

Master of Arts in Education Degrees

Applicants for all M.A.Ed. programs must submit a satisfactory score on the General Test of the Graduate Record Examinations. All programs require three recommendations from former instructors or employers who are in a position to judge the applicant's aptitude for graduate study.

Applicants must meet the requirements for admission based on the admissions test and an undergraduate grade point average for the last sixty hours of the baccalaureate program.

Applicants must hold or be eligible to hold a North Carolina Class A teaching license, or a comparable license from another state, in the chosen field unless admission is sought to certain programs in which licensure is not a factor.

Applicants for the M.A.Ed. in Comprehensive Education-English and in Two-Year College teaching English must submit a writing sample (such as an undergraduate paper).

Applicants for the M.A.Ed. in Comprehensive Education-Music must contact the Music Department to conduct an interview or schedule an audition.

Applicants for the M.A.Ed. in Educational Supervision (Curriculum-Instruction and Instructional Technology Specialist-Computer concentrations) must have one of their three letters of recommendation come from a building administrator familiar with the applicant's teaching; must successfully complete an interview and a spontaneous writing assignment; and must have at least three years of teaching experience prior to admission.

Applicants for the M.A.Ed. in Educational Supervision (International Studies concentration) may be required to provide a satisfactory score on the TOEFL and a satisfactory score on an examination similar to the Graduate Record Examinations. They must also successfully complete an interview with program faculty.

Master of Arts in Teaching Degree

Applicants must have a grade point average of B or higher on all upper-level undergraduate coursework and a satisfactory score on the GRE. Three letters of recommendation from persons who are in a position to judge the applicant's aptitude for graduate study and potential as a graduate-level classroom teacher are required. A personal interview is required.

Applicants for the M.A.T. in Comprehensive Education concentration in Art must submit a letter of intent to the department head and a portfolio of their work. Applicants for the M.A.T. in Comprehensive Education concentration in English must submit a writing sample (such as an undergraduate paper). Applicants for the M.A.T. in Comprehensive Education concentration in Music must contact the Music Department to conduct an interview or schedule an audition.

In addition, candidates must have an undergraduate degree in the major of the concentration and must meet the prerequisite requirements of the department housing the concentration. Candidates with an undergraduate degree in a major other than the M.A.T. concentration may not qualify for the M.A.T. and are subject to prerequisite course requirements as determined by the faculty in the department of the concentration. Prerequisite requirements will vary by department and depend on the credentials presented by the candidate.

Master of Business Administration Degree

To be eligible for consideration, applicants must present a satisfactory score on the Graduate Management Admission Test (GMAT) and an undergraduate GPA sufficient to meet formula requirements. Letters of recommendation and/or personal interviews may be requested.

In addition to meeting the formula requirements, the following foundation courses must be satisfactorily completed for full admission into the M.B.A. program: MBA 500, 505, 510, 515, 520, 525. Applicants who have completed appropriate coursework at the undergraduate level, with a grade of B or higher within the last five years, may be eligible to substitute that coursework for some or all of the listed foundation courses.

In order to enroll in or audit 600-level courses in the College of Business, a student must be fully and unconditionally admitted to a graduate degree program.

Master of Construction Management Degree

The Master of Construction Management degree program is an online, World Wide Web-based program designed primarily to assist those involved with managing construction projects. To be eligible for consideration, applicants must present a satisfactory score on either the Graduate Management Admissions Test (GMAT) or the Graduate Record Exam (GRE) and an undergraduate GPA sufficient to meet formula minimums for the Graduate School. Letters of recommendation are required; a current resume is required with the application; interviews may be requested. Computer literacy is a necessary prerequisite.

In addition to meeting the formula requirements, the following course prerequisites must be satisfactorily completed for admissions to the M.C.M. program: PM 500, 505, and 515, or the equivalent. This prerequisite background may be obtained in the student's undergraduate coursework, or the courses may be taken online from WCU prior to starting 600-level graduate courses.

Students must be fully and unconditionally admitted to the M.C.M. program in order to enroll in any 600-level CM courses.

Master of Education Degree

Applicants for the M.Ed. in College Student Personnel must have an average grade of B or higher as defined by the major department in upper-level undergraduate courses in the major.

The General Test of the Graduate Record Examinations is required.

Three recommendations (forms are available from the Graduate School) from former instructors who are in a position to judge the applicant's aptitude for graduate study are required.

A written statement of professional goals and interest in the College Student Personnel program and a personal interview are required.

Master of Entrepreneurship Degree

The Master of Entrepreneurship program requires 30 semester hours consisting of ENT 601, 610, 620, 630, 640, 650, 660, 670, 675, and 682.

Admission Requirements: Applicants must present a minimum score of 400 on the Graduate Management Admission Test (GMAT), or an equivalent minimum score on the Graduate Records Examinations (GRE).

Master of Fine Arts in Fine Arts Degree

The M.F.A. in Fine Arts is a terminal degree and requires 60 semester hours of graduate study. The M.F.A. will offer three options: (a) Two Dimensional Studio, (b) Three Dimensional Studio, and (c) Integrated Media Studio. Studio facility coordinators in each area will advise and manage student coursework towards completion of the degree.

Admission Requirements. All applicants must hold a bachelor's degree from an accredited college or university and have a minimum of 3.00 GPA in the major. They must have an undergraduate background appropriate for graduate study in the proposed field. They must have the equivalent of 18 credit hours of undergraduate art history/philosophy of art. They must have completed 50 credit hours of undergraduate studio, including 24 credit hours of concentrated study or equivalent portfolio-assessed experience. Candidates must commit to full-time study.

Candidates must provide within the application a minimum of two letters of recommendation from former instructors or professionals in the field, a letter of intent expressing the individual's goal in pursuing the M.F.A. degree, a portfolio of 20 recent works, and an official transcript from the undergraduate institution. A personal interview is suggested.

Degree Requirements. The program leading to the M.F.A. in Fine Arts requires a minimum of 60 semester hours including 30 credit hours in the professional studio core, 9 credit hours of studio criticism, 9 credit hours of seminar on contemporary issues, 3 credit hours of community service, 3 credit hours of professional preparation, and 6 credit hours of thesis exhibition.

No more than 15 semester hours of credit may be granted for work previously completed at the master's level.

Candidates must pass an oral examination and provide a written defense of a solo thesis exhibition.

Master of Health Sciences Degree

Applicants must have a cumulative grade point average of B or higher in all upper-level undergraduate coursework.

Applicants must present satisfactory scores on the verbal, quantitative, and analytical portions of the General Test of the Graduate Record Examinations.

Three recommendations from former instructors or employers who are in a position to judge the applicant's aptitude for graduate study are required. (Forms are available from the Graduate School.)

Master of Music Degree

Applicants for the M.M. in music must have an undergraduate degree in music, perform an audition in the principal area of applied music, and demonstrate or document piano proficiency.

Master of Physical Therapy Degree

To qualify for Regular Admission, applicants are expected to have completed a baccalaureate degree from a regionally accredited college or university with a minimum overall GPA of 3.0 for the last 60 semester hours of coursework. Satisfactory scores on the General Test of the Graduate Record Examinations are required.

Applicants are required to write an essay on a topic specified by faculty of the Department of Physical Therapy and demonstrate an understanding of the scope of physical therapy practice by volunteer or paid experience with a licensed physical therapist. In addition, applicants must have completed the following courses prior to admission: 6-8 semester hours of human anatomy and physiology; 6-8 semester hours of general chemistry; 6-8 semester hours of general physics; 3 semester hours of statistics; and 6 semester hours of social sciences. All science courses must include laboratory components.

Three letters of recommendation are required, including one from a physical therapist and one from a teacher qualified to evaluate undergraduate academic success and potential for graduate study.

International applicants must submit a minimum score of 550 (paper-based), 213 (computer-based), or 79 (internet-based) on the Test of English as a Foreign Language (TOEFL) and have their transcripts and full course descriptions translated into English and evaluated by a recognized credential evaluation service.

Applicants must have successfully completed all outstanding pre-requisite courses prior to enrolling in physical therapy courses. The department accepts only full-time students. Criminal background checks may be required for clinical internships.

The program is accredited by the Commission on Accreditation in Physical Therapy Education. Graduation from an accredited program is prerequisite for licensure as a physical therapist in North Carolina and other states in the United States. Additional information about the program's accreditation is available through the department or the American Physical Therapy Association.

Master of Project Management Degree

The Master of Project Management degree program is an online, World Wide Web-based program designed primarily to assist those involved with project management initiatives.

To be eligible for consideration, applicants must present a satisfactory score on the Graduate Management Admissions Test (GMAT) or the Graduate Record Examinations (GRE) and an undergraduate GPA sufficient to meet formula minimums. Letters of recommendation are required; a current resume is required with the application; interviews may be requested. Computer literacy is a necessary prerequisite.

After admission to the program, the following course prerequisites (or their equivalents) must be satisfactorily completed for admission to PM 650: PM 500, 505, and 515. This prerequisite background may be obtained in the student's undergraduate coursework, or the courses may be taken online from WCU prior to starting PM 650. Students must be fully and unconditionally admitted to the M.P.M. program in order to enroll in any 500-level PM course.

Master of Public Affairs Degree

Applicants must have an average grade of B or higher the last two years of undergraduate study in the major. The Graduate Record Examinations General Test is required, and a personal interview may be requested. Prerequisite work may be required of applicants having an inadequate background for the M.P.A.

Master of School Administration Degree

Applicants must hold or be eligible to hold a North Carolina Class A teaching license or a comparable license from another state. They must have an average grade of B or higher during the last 60 semester hours of undergraduate study and submit satisfactory scores on the General Test of the Graduate Record Examinations. Applicants must have three years of successful teaching or equivalent experience and must present a portfolio that includes professional achievements, a vision for improved schools in the next century, and a selfassessment of readiness for a career in school administration. Applicants will be interviewed by program faculty and local school administrators. An impromptu writing activity will also be required.

Three letters of recommendation from employers or former instructors who are in a position to judge the applicant's aptitude for graduate study and potential as a school administrator are required. One recommendation must be from the current immediate supervisor.

Master of Science in Nursing Degree

Applicants for the Family Nurse Practitioner and Nurse Educator tracks must possess a B.S.N. from a regionally accredited college or university and a nationally accredited nursing program with at least a 3.00 on a 4.00 scale for the last 60 hours of undergraduate work or a 2.85 on a 4.00 scale cumulatively. They must present a satisfactory score on the General Test of the Graduate Record Examinations (GRE) and have completed an undergraduate or graduate level statistics course and a course in research methods. They must be a registered nurse eligible for licensure to practice in North Carolina and have a minimum of one year of clinical nursing experience within the past five years. They must also submit three professional references, including one from a current or recent employer. Applicants must submit a completed application and may be required to participate in an interview session that includes a written exercise. Applicants who are admitted to the program must own or have access to a computer with Internet service. Computer literacy is a necessary prerequisite. Meeting minimum requirements for admission does not guarantee acceptance into a program.

Nurse Anesthesia Program applicants must possess a B.S.N. from a regionally accredited college or university, and nationally accredited (National League for Nursing-NLNAC) or the Commission on Collegiate Nursing Education (CCNE) nursing program. Applicants must submit an application for admission to the Graduate School, including official copies of transcripts from all college/universities attended showing an overall grade point average of 3.0 on a 4.0 scale. They must present a satisfactory score on the General Test of the Graduate Record Examinations (GRE) and have completed undergraduate or graduate courses in basic statistics and research. Three professional references are required as well as a personal interview. Must possess Basic, Pediatric, and Advanced Cardiac Life Support certification (BCS-PALS-ACLS) and licensure or eligibility for licensure as a professional nurse in North Carolina. Applicants must have at least one year of acute care experience as a registered nurse with emphasis placed on interpretation and use of advanced monitoring, ventilatory care, fine psychomotor skills, and independent decision making. Appropriate experiences include: Surgical Intensive Care, Medical Intensive Care, Cardiac Intensive Care, Pediatric or Neonatal Intensive Care.

Master of Science in Sport Management Degree

Applicants for the Master of Science in Sport Management degree must have an average grade of "B" or higher as defined by the major department in upper-level undergraduate courses in their undergraduate major. A minimum percentile score of 25 on all three sections of the General Test of the Graduate Record Examinations is required for applicants.

Each applicant must submit a letter of intent and three letters of recommendation with at least two from former instructors who are in a position to judge the applicant's aptitude for graduate study. Upon completion of the admissions procedures, potential students will be contacted for an interview.

Master of Social Work Degree

The Master of Social Work degree program prepares graduates for advanced generalist practice as social work practitioners, consultants, supervisors, administrators, and other leadership roles in their communities. The two-year program requires 60-66 hours of graduate coursework including 960 field practicum hours. The total number of required hours depends on whether the student qualifies to take and successfully pass waiver exams for SOCW 534 and 535.

All applicants will be required to submit satisfactory GRE scores and have adequate undergraduate preparation (18 semester hours) with a range of studies in the liberal arts, humanities, physical sciences, diversity, and behavioral sciences. Some Human Services related experience, including volunteer work is also required.

Post-master Certificate Program

A post-master certificate program to prepare the nurse in the advanced practice role of a Family Nurse Practitioner is also available. Applicants must meet admission requirements as outlined in the Master of Science in Nursing Program. In addition, applicants must have graduated from a nationally accredited masters program in nursing. The GRE score requirement is waived.

Education Specialist Degree

Applicants for the Ed.S. in educational leadership must hold the master's degree from a regionally accredited institution and are expected to hold graduate licensure at the fifth-year level in school administration or supervision. Applicants who hold graduate licensure at the fifth-year level in a teaching field may be admitted with the provision that all requirements for the fifth-year level in school administration or supervision become an integral component of the Ed.S. program.

Applicants must submit scores on the Graduate Record Examinations General Test and three recommendations from former instructors and/or administrative superiors who are in a position to judge the applicant's aptitude for graduate study. Applicants will be interviewed by program faculty.

Doctor of Education Degree

Students in the Doctor of Education Program select one of three concentrations: (1) Community College/Higher Education; (2) Curriculum and Instruction; or (3) Educational Administration. Admission requirements for each concentration follow:

Community College/Higher Education

- Master's degree in administration. If master's degree is not in administration, the student may be required to take pre-requisites.
- 3 years leadership experience in community college or higher education institutions

Curriculum and Instruction

- Master's degree
- Principal/superintendent licensure, C&I licensure, and/or extensive leadership experience
- Minimum 3 years teaching experience

Educational Administration

- Master's degree
- Principal licensure
- Preferred administrative experience

Doctoral students in the Curriculum and Instruction and Educational Administration concentrations may be recommended for advanced licensure if they fulfill program requirements. The options for licensure include:

- Curriculum and Instruction: Curriculum and Instructional Specialist and/or Superintendent
- Educational Administration: Superintendent

The Ed.D. requires a minimum of sixty hours beyond the masters and the last 30 semester hours in the degree must be earned from WCU. Admission without the appropriate master's degree will be conditional, with the individual expected to complete either a master's degree program or prescribed coursework prior to being admitted as a candidate for the Ed.D. Applicants possessing the Ed.S. degree or credits toward the Ed.S. degree may have coursework that can reduce the number of hours required for the doctoral program. These applicants will be reviewed on a case-by-case basis and individual programs will be developed. In no case, however, will the requirement of one year of full-time residence be waived.

Applicants must have a grade point average of 3.5 on all previous graduate work and satisfactory scores on the Graduate Record Examinations.

Applicants who meet the described criteria will be interviewed by an admission committee of Educational Leadership and Foundations department faculty. The committee will assess such things as writing and communication skills, commitment to pursuing a career as an educational leader, the capacity for further graduate study, and the potential for a leadership role in schools. Additional information and materials may be requested.

Foreign Language Requirement

A reading knowledge of a foreign language is required of candidates for the Master of Arts degrees in history and English. Other degree programs do not require proficiency in a foreign language.

Thesis

A thesis is required in the master of arts and master of science degree programs for History (excluding non-thesis option and public history option), biology, chemistry, English (excluding non-thesis option), clinical psychology, and school psychology. A thesis is optional for the master of arts in music; however, a lecture/recital is required. A thesis may be accepted for some degree programs leading to the master of arts in education, the master of health sciences, the master of science in applied mathematics, the master of science in communication disorders, and the master of science in nursing.

A thesis proposal approved by the student's thesis committee, major department, or program director, and the dean of Graduate School and Research must be on file in the Graduate School. The proposal cover sheet can be downloaded from the Graduate School website at <http://www.wcu.edu/1169.asp>. If the student's research involves either human or animal subjects, the protocol must be approved by either the Institutional Review Board (for human subjects) or the Institutional Animal Care and Use Committee (for other live vertebrates) before the thesis proposal can be approved. IRB instructions and forms can be found at http://www.wcu.edu/research/R_comm_IRB_2.htm.

An unbound copy free of errors must be submitted to the dean of Graduate School and Research at least four weeks before the commencement ceremony at which the degree is to be conferred. The student's major department will guide the preparation of the thesis and inform the student as to when final copies of the thesis are due to be filed with the Graduate School. A thesis guide to help students prepare their thesis is available from the Graduate School. The guide can also be found online at www.wcu.edu/graduate/. After the thesis has been read for format by Graduate School personnel, it will be returned to the student for changes and for signatures from committee members; the student will then make at least four original copies on required thesis paper. Students may use the WCU Print Shop or any comparable printing service to make copies. Upon approval, four copies must be presented to the library for binding at the student's expense. The student may also have extra copies bound by the Hunter Library at cost. You must submit the binding receipt from the library to the Graduate School prior to commencement.

Students should contact the Graduate School for additional information prior to submitting their theses.

The thesis, in its final form, must be approved by the student's major department and the dean of Graduate School and Research before a candidate can receive the graduate degree.

Dissertation

A dissertation is required for the Ed.D. in educational leadership. A dissertation proposal approved by the student's doctoral committee and the dean of Graduate School and Research must be on file before the student can register for EDL 899. If the student's research involves human subjects, the protocol must be approved by the Institutional Review Board before the dissertation proposal can be approved.

Thesis Defense. Students who write theses are expected to defend their work during oral examinations. The oral examinations will not be administered until after the final draft of the thesis has been completed.

Comprehensive Examinations

A comprehensive examination is required for most degree programs. The examination may be written or oral or both. The specific requirement for each program is stated in the degree outline.

The comprehensive examination shall be administered by the appropriate department at least two weeks before the end of the semester in which the student expects to receive a degree. Written notice of the results of the examination shall be given to the Graduate School at least ten days prior to commencement.

Failure of a student to pass the oral or written comprehensive examination terminates the student's graduate work in that program unless otherwise recommended by the departmental committee. Only one reexamination will be permitted. All committee actions may be appealed by written application to the dean of Graduate School and Research.

Policy on Completion of Thesis and Dissertation

Students who have completed their coursework and the number of thesis/dissertation hours for credit required in their graduate degree program must take action as follows:

- Students who will continue to use university resources in completing their degrees must enroll in and pay tuition and fees for two hours of continuing completion of thesis/dissertation credit in their discipline each semester (e.g., ART 799, BIOL 799, EDL 799 [thesis] or 999 [dissertation] etc.— Continuing Research). These hours will not count toward the degree and carry a different course number than those thesis and dissertation courses that are included within the hours designated for the degree.
- Students who are in a non-thesis program who have completed all degree requirements with the exception of a comprehensive examination, the removal of an Incomplete grade, etc., must register for the 779 course in their discipline (Continuing Research – Non-Thesis Option) each semester that they continue to use university resources.
- Students who will not use university resources should apply for a leave of absence. Students choosing this option must file a formal petition for a leave of absence that states that they will not use university resources during the leave period. Individual institutions may require students granted a leave of absence to reapply for active status in the graduate program.

Graduation and Licensure

Application for Graduation. Students who expect to be awarded a degree must file an application for graduation in the Graduate School the semester prior to their graduation date. (Forms for this purpose may be obtained in the Graduate School.) A required \$30 graduation fee must be submitted before the student can be cleared for graduation.

Graduation Attendance. Candidates for degrees are required to be present at the commencement exercises in the prescribed academic dress. Requests for exceptions to this policy should be addressed to the registrar.

Enrollment. All students must be enrolled for credit during the semester in which they complete their graduate work or are scheduled to receive their degrees.

Licensure. It is the responsibility of the student to apply for an initial North Carolina teacher license or to upgrade an existing North Carolina license by contacting the licensure specialist in Killian Building, Room 219, at the beginning of the final semester.

For current fees and licensure forms, consult <http://www.ncpublicschools.org/licensure/>.

Clinical and Field Experiences in Programs Leading to Professional Education Licensure by the North Carolina Department of Public Instruction

The goal of professional education clinical and field experiences is to assist students in professional licensure programs to help all of the pupils with whom they work to achieve at high levels of performance. Although each clinical and field experience requirement has its own specific purpose and placement procedures, the strategies to achieve this goal are stated below:

1. Field experience placements are made so that students have the opportunity to work with qualified educators in successful programs.
2. Field experience placements are made so that students have the opportunity to work with diverse learners.
3. Field experience placements are made in collaboration with B-12 school personnel.

4. Field experience placements are made to facilitate appropriate supervision of students.

Certificate Programs

Courses of study leading to certificates are available in community college administration, English (Professional Writing and TESOL), entrepreneurship, gerontology, health sciences, human resources, nursing, and project management. Interested students should contact the respective department for more information.

Study Abroad

Graduate students are eligible to study for a semester and/or summer, with advisor approval, in 37 countries world wide through the following programs administered by the Office of International Programs and Services: the University of North Carolina Exchange Program (UNC-EP), the International Student Exchange Program (ISEP), and several Western Carolina University exchanges. Graduate students pay Western Carolina University tuition and fees to WCU and comparable room and board charges to the host institution. Financial aid assists students with study abroad costs and scholarships are available through external grant agencies. Summer programs including intensive language courses and internships are available through many of our overseas partners and financial aid, grants, and scholarships are available. For more information call 828-227-7494.

Summer abroad programs by Western Carolina University faculty are handled by the Division of Educational Outreach at 828-227-7397.

Changes in Requirements and Regulations

Every effort has been made to assure the accuracy of statements in this catalog to the extent they could be known at press time. However, changes in, or elimination of, provisions contained herein on any and all matters, including courses, course descriptions, designations of faculty, fees and other charges, admissions and degree requirements, and academic policies and procedures, may be made and applied before the next catalog publication occurs. All rules and regulations pertaining to graduate students are maintained in the Graduate School and may be reviewed there.

The policies, rules, regulations, and requirements of the Graduate School are intended to promote quality and excellence in the graduate program and to assist students to progress in a steady and orderly way toward the achievement of their academic and professional goals. It is recognized that graduate students may enter their graduate studies with various academic experiences; thus, exceptions to these policies, rules, regulations, and requirements may be considered when, in the opinion of the appropriate faculty and the Graduate School, a change will enhance the student's program of study, and when the objectives and quality of the individual student's program of study and the standards of the Graduate School will not be compromised.

Graduate Program Information

Degree candidates are subject to those degree requirements in force at the time of their initial registration following admission. Degree candidates who have been readmitted following withdrawal for one full year (example: fall semester, spring semester, and a summer school), are subject to those degree requirements in force at the time of their initial registration following readmission. All degree candidates have the option of graduating under the degree requirements in force at the time the degree is to be awarded.

Program requirements are listed showing the absolute minimum required for each degree. Credentials of each applicant are reviewed and a program of study is devised for each individual. Therefore, students may be required to take course work above the minimum.

The appropriate graduate degree will be conferred upon a student after completion of one of the programs outlined below to the satisfaction of the major department(s) and the dean of Graduate School and Research. Each program requires successful completion of the minimum number of semester hours of graduate study, as required by each program, with at least half of the credits having been earned in courses open to graduate students only and numbered 600 or above for a master's degree and numbered 700 or above for the education specialist degree. All courses for the doctor of education degree must be from courses numbered 700 and above.

Course Description Information

- Guide to Course Prefixes

Credits and Class Meetings. Unless specifically indicated at the end of the course description, the number of hours a class meets each week is the same as the credit-hour value of the course. The credit-hour value of each course is indicated in parentheses immediately following the title of the course. For example, if three hours of credit may be earned, the credit is indicated as follows: (3). In variable credit courses, the minimum and maximum hours are shown as follows: (1-3). Unless repeat credit is specified in the course description, a course may be applied only once toward the hours required for graduation. The availability of a course for repeat credit and the maximum hours that may be earned are indicated within the parentheses and immediately following the credit-hour value of the course, as follows: (3, R6). In this example, the course carries three hours of credit and may be repeated once for a maximum of six hours applicable toward a degree.

Prerequisites and Corequisites. A prerequisite (PREQ) is any special requirement, usually one or more background courses or requirements, in addition to class rank, which a student must meet before enrolling in a course specifying the prerequisite. A corequisite (COREQ) is any course in which a student must enroll simultaneously with the course specifying the corequisite.

Departmental and Course Prefixes. The prefixes used to designate departments and courses, except in the case of very short names such as Art, are abbreviations of the names of departments or of fields of study within the departments.

Independent Study. Independent study courses are offered by several departments at Western Carolina University. The content and criteria for each course is determined by each academic department. Credit for these courses range from 1 to 6 semester hours credit as determined by the department.

Special Topics Course Policy. Courses numbered 593, 594, 693 or 694 are for special topics that reflect a student's or faculty member's special interest not covered by regular departmental curriculum offerings. Credit in these courses varies from one to four credit hours, to be determined by the department for each offering. Students may take up to 12 hours of special topic credit in a single department/program. A particular topic course can be taught at most two times in a five-year period. If a department/program wishes to teach a particular topic course more than twice in a five year period, it must propose the course as a regular course, subject to the curriculum review process.

Guide to Course Prefixes

Prefix	Field of Study	Department/School
ACCT	Accounting	Accountancy, Finance, and Entrepreneurship
ANTH	Anthropology	Anthropology and Sociology
ART	Art	School of Art and Design
ASI	Arts and Sciences Interdisciplinary	College of Arts and Sciences
AST	Astronomy	Chemistry and Physics
BA	Business Administration	College of Business
BIOL	Biology	Biology

CHEM	Chemistry	Chemistry and Physics
CIS	Computer Information Systems	Business Computer Information Systems and Economics
CJ	Criminal Justice	Criminal Justice
CM	Construction Management	Kimmel School of Construction Management, Engineering and Technology
CMEM	Electronic Media	Communication, Theatre, and Dance
CMHC	Human Communication	Communication, Theatre, and Dance
CMPM	Print Media	Communication, Theatre, and Dance
CMPR	Public Relations	Communication, Theatre, and Dance
CMTA	Theatre Arts	Communication, Theatre, and Dance
COUN	Counseling	Human Services
CS	Computer Science	Mathematics and Computer Science
CSD	Communication Sciences and Disorders	Human Services
CSP	College Student Personnel	Educational Leadership and Foundations
ECON	Economics	Business Computer Information Systems and Economics
EDCI	Curriculum, Research, and Foundations	Educational Leadership and Foundations
EDEL	Elementary Education	B-K, Elementary and Middle Grades Education
EDHE	Higher Education	Educational Leadership and Foundations
EDL	Educational Leadership	Educational Leadership and Foundations
EDMG	Middle Grades Education	B-K, Elementary and Middle Grades Education
EDPY	Education and Psychology	College of Education and Allied Professions
EDRD	Reading	B-K, Elementary and Middle Grades Education
EDSU	Educational Supervision	Educational Leadership and Foundations
ENGL	English	English
ENT	Entrepreneurship	Accountancy, Finance, and Entrepreneurship
ENVH	Environmental Health	Health Sciences

ET	Engineering Technology	Kimmel School of Construction Management, Engineering and Technology
FIN	Finance	Accountancy, Finance, and Entrepreneurship
GEOG	Geography	Geosciences and Natural Resources Mgt.
GEOL	Geology	Geosciences and Natural Resources Mgt.
GERN	Gerontology	College of Applied Sciences
HIST	History	History
HR	Human Resources	Human Services
IBUS	International Business	Management and International Business
LAW	Business Law	Marketing and Business Law
MATH	Mathematics	Mathematics and Computer Science
M.B.A.	Master of Business Administration	College of Business
MET	Manufacturing Engineering Technology	Kimmel School of Construction Management, Engineering and Technology
MGT	Management	Management and International Business
MHS	Health Sciences	Health Sciences
MKT	Marketing	Marketing and Business Law
MUS	Music	School of Music
ND	Nutrition and Dietetics	Health Sciences
NSG	Nursing	Nursing
PA	Public Affairs	Political Science and Public Affairs
PAR	Philosophy and Religion	Philosophy and Religion
PE	Physical Education	Health and Human Performance
PHYS	Physics	Chemistry and Physics
PM	Project Management	Management and International Business
PRM	Parks and Recreation Management	Health and Human Performance
PSC	Political Science	Political Science and Public Affairs

PSY	Psychology	Psychology
PT	Physical Therapy	Physical Therapy
SCI	Science Education	Chemistry and Physics
SM	Sport Management	Health and Human Performance
SOC	Sociology	Anthropology and Sociology
SOCW	Social Work	Social Work
SPED	Special Education Mental Retardation Behavioral Disorders Learning Disabilities Severe & Profound Disabilities	Human Services
USI	University Studies Interdisciplinary	Academic Affairs

Graduate Programs and Degree Outlines

Cherokee Studies Interdisciplinary Graduate Certificate

A 15 hour graduate certificate offering an interdisciplinary option for students seeking expertise in Native American studies. ASI 634 and ASI 697 are required. The remaining hours to be selected from ASI 594, ANTH 531, ANTH 540, ANTH 541, ANTH 561, ANTH 573, ENGL 564, HIST 545 or other approved courses.

Doctor of Education Degree Program (Ed.D.)

The program leading to the Ed.D. degree in educational leadership prepares senior-level administrators as school leaders in rural communities. For service in Pre-K through 12 school systems, community colleges, and institutions of higher education.

Students in the Doctor of Education Program select one of three concentrations: (1) Community College/Higher Education; (2) Curriculum and Instruction; or (3) Educational Administration. The program requires 60 semester hours beyond the master's degree; a full year of residency; a core of course work in leadership, research, and a concentration area; an extensive internship; a written comprehensive examination and a dissertation.

The areas in which courses must be completed are as follows:

Community College/Higher Education

Leadership Core

- EDCI 800 - Issues in Rural Education Credits: 3
- EDCI 802 - Program Evaluation for Educational Leaders Credits: 3
- EDCI 805 - Advanced Studies in the Foundations of Education Credits: 3
- EDL 800 - Advanced Leadership Theory Credits: 3
- EDL 810 - Behavior and Management of Educational Organizations Credits: 3
- EDL 820 - Educational Politics and Policies Credits: 3
- EDL 895 - Advanced Seminar in Instructional Leadership Credits: 3
- EDL 896 - Seminar in School Law Credits: 3

Research Core

- EDCI 706 - Statistical Analysis in Research Credits: 3
- EDCI 711 - Qualitative Research Credits: 3
- EDCI 806 - Advanced Research Methods Credits: 3
- EDCI 895 - Doctoral Research Seminar Credits: 3

Concentration Electives (12 semester hours)

12 semester hours selected from:

- EDHE 805 - Role of Higher Education in Society Credits: 3
- EDHE 810 - Community College/Higher Education Leadership Credits: 3

- EDHE 820 - Community College/Higher Education Politics and Board Relations Credits: 3
- EDHE 830 - Adult Programming in Community College and Higher Education Credits: 3
- EDHE 840 - Community College/Higher Education Finance & Business Operation Credits: 3

Internships

- EDL 883 - Internship in Rural School Leadership I Credits: -3, R3
- EDL 884 - Internship in Rural School Leadership II Credits: 1-3, R3

Dissertation (6 semester hours)

- EDL 899 - Dissertation in School Leadership Credits: 1-6, R12
Oral defense required

Curriculum and Instruction

Leadership Core

- EDL 820 - Educational Politics and Policies Credits: 3
- EDL 896 - Seminar in School Law Credits: 3

One of the Following:

- EDL 800 - Advanced Leadership Theory Credits: 3
- EDL 810 - Behavior and Management of Educational Organizations Credits: 3

One of the Following:

- EDL 715 - Leadership of Professional Learning Credits: 3
- EDL 895 - Advanced Seminar in Instructional Leadership Credits: 3

Research Core

- EDCI 706 - Statistical Analysis in Research Credits: 3
- EDCI 709 - Educational Testing and Assessment Credits: 3
- EDCI 711 - Qualitative Research Credits: 3
- EDCI 806 - Advanced Research Methods Credits: 3
- EDCI 895 - Doctoral Research Seminar Credits: 3

Concentration Requirements

- EDCI 802 - Program Evaluation for Educational Leaders Credits: 3
- EDCI 807 - Cognitive Issues in Curriculum and Instruction Credits: 3
- EDCI 811 - Curriculum Theory Credits: 3

One of the Following:

- EDCI 800 - Issues in Rural Education Credits: 3
- EDCI 805 - Advanced Studies in the Foundations of Education Credits: 3

One of the Following:

- EDCI 808 - Advanced Studies in Teaching Methods Credits: 3
- EDCI 809 - Current Literature in the Leadership of Curriculum and Instruction Credits: 3

Concentration Electives (6 semester hours)

6 semester hours selected from:

- EDL 730 - School Finance and Business Management Credits: 3
- EDL 732 - Leadership in the Integration of Educational Technology Credits: 3
- EDL 750 - Educational Human Resource Management Credits: 3
- EDL 760 - School Community Relations Credits: 3
- EDL 877 - The Superintendency Credits: 3
- or
- EDL 878 - District Level Leadership Credits: 3

Internships

- EDL 883 - Internship in Rural School Leadership I Credits: -3, R3
- EDL 884 - Internship in Rural School Leadership II Credits: 1-3, R3

Dissertation (6 semester hours)

- EDL 899 - Dissertation in School Leadership Credits: 1-6, R12
Oral defense required.

Educational Administration

Leadership Core

- EDCI 800 - Issues in Rural Education Credits: 3
- EDCI 805 - Advanced Studies in the Foundations of Education Credits: 3
- EDL 800 - Advanced Leadership Theory Credits: 3
- EDL 810 - Behavior and Management of Educational Organizations Credits: 3
- EDL 820 - Educational Politics and Policies Credits: 3
- EDL 876 - Ethics in Educational Leadership Credits: 3
- EDL 895 - Advanced Seminar in Instructional Leadership Credits: 3
- EDL 896 - Seminar in School Law Credits: 3

Research Core

- EDCI 706 - Statistical Analysis in Research Credits: 3
- EDCI 711 - Qualitative Research Credits: 3
- EDCI 806 - Advanced Research Methods Credits: 3
- EDCI 895 - Doctoral Research Seminar Credits: 3

Concentration Electives (12 semester hours)

12 semester hours selected from:

- EDCI 709 - Educational Testing and Assessment Credits: 3
- EDCI 802 - Program Evaluation for Educational Leaders Credits: 3
- EDL 715 - Leadership of Professional Learning Credits: 3
- EDL 730 - School Finance and Business Management Credits: 3
- EDL 732 - Leadership in the Integration of Educational Technology Credits: 3
- EDL 740 - School Plant Planning and Management Credits: 2
- EDL 750 - Educational Human Resource Management Credits: 3
- EDL 877 - The Superintendency Credits: 3
- or
- EDL 878 - District Level Leadership Credits: 3

Internships

- EDL 883 - Internship in Rural School Leadership I Credits: -3, R3
- EDL 884 - Internship in Rural School Leadership II Credits: 1-3, R3

Dissertation (6 semester hours)

- EDL 899 - Dissertation in School Leadership Credits: 1-6, R12
Oral defense required.

Doctoral Program Requirements

A minimum of 18 hours of full-time study in residence is required. The residency may be completed in two consecutive semesters and a summer session.

Candidates must complete the doctoral program within seven years from the date of admission. Students must be continually registered in the program during the regular academic year. Students may take research, continuing registration, and/or topics courses after they have attained the 60-semester hour requirement.

Admission Requirements for the Doctor of Education Degree

Admission without the appropriate master's degree will be conditional, with the individual expected to complete either a master's degree program or prescribed coursework prior to being admitted as a candidate for the Ed.D. Applicants possessing the Ed.S. degree or credits toward the Ed.S. degree may have coursework that can reduce the number of

hours required for the doctoral program. These applicants will be reviewed on a case-by-case basis and individual programs will be developed. In no case, however, will the requirement of one year of full-time residence be waived.

Applicants must have a grade point average of 3.5 on all previous graduate work and satisfactory scores on the Graduate Record Examinations.

Applicants who meet the described criteria will be interviewed by an admission committee of Educational Leadership and Foundations department faculty. The committee will assess such things as writing and communication skills, commitment to pursuing a career as an educational leader, the capacity for further graduate study, and the potential for a leadership role in schools. Additional information and materials may be requested.

Students in the Doctor of Education Program select one of three concentrations: (1) Community College/Higher Education; (2) Curriculum and Instruction; or (3) Educational Administration. Admission requirements for each concentration follow:

Community College/Higher Education

- Master's degree in administration. If master's degree is not in administration, the student may be required to take pre-requisites.
- 3 years leadership experience in community college or higher education institutions

Curriculum and Instruction

- Master's degree
- Principal/superintendent licensure, C&I licensure, and/or extensive leadership experience
- Minimum 3 years teaching experience

Educational Administration

- Master's degree
- Principal licensure
- Preferred administrative experience

Licensure Options

Doctoral students in the Curriculum and Instruction and Educational Administration concentrations may be recommended for advanced licensure if they fulfill program requirements. The options for licensure include:

- Curriculum and Instruction: Curriculum and Instructional Specialist and/or Superintendent
- Educational Administration: Superintendent

Education Specialist Degree Program (Ed.S.)

The Education Specialist Degree in Educational Leadership (Ed.S.) leads to advanced licensure in education administration (Superintendent Licensure). The program requires 36 hours beyond the Master's Degree in School Administration. Students who have a Master's Degree in an education-related field may have their transcripts reviewed to determine pre-requisite courses needed for principal licensure before entering the Ed.S. Upon completion of the Ed.S., students who are admitted into the Ed.D. in Educational Leadership may transfer up to 36 hours into the Ed.D.

Education Administration Concentration

(For those already licensed as a principal and seeking superintendent's licensure)

Phase One Core (18 semester hours)

- EDCI 706 - Statistical Analysis in Research Credits: 3
or
- EDCI 711 - Qualitative Research Credits: 3
- EDCI 800 - Issues in Rural Education Credits: 3
or
- EDCI 805 - Advanced Studies in the Foundations of Education Credits: 3
- EDL 800 - Advanced Leadership Theory Credits: 3
or
- EDL 810 - Behavior and Management of Educational Organizations Credits: 3
- EDL 820 - Educational Politics and Policies Credits: 3
- EDL 895 - Advanced Seminar in Instructional Leadership Credits: 3
- EDL 896 - Seminar in School Law Credits: 3

Choice

At the completion of the core courses in the Ed.S. Program (18 semester hours) students will (with faculty approval) choose a direction for continuing study: 1) apply for admission to the Ed.D. and transfer the 18 hour core into the Ed.D. or 2) Complete Phase Two and receive the Ed.S. with Level II Licensure.

Phase Two Core (18 semester hours)

Required (12 hours)

- EDCI 709 - Educational Testing and Assessment Credits: 3
- EDL 877 - The Superintendency Credits: 3
- EDL 883 - Internship in Rural School Leadership I Credits: -3, R3
- EDL 884 - Internship in Rural School Leadership II Credits: 1-3, R3

Electives (6 hours)

From among the following:

- EDCI 802 - Program Evaluation for Educational Leaders Credits: 3
- EDL 732 - Leadership in the Integration of Educational Technology Credits: 3
- EDL 740 - School Plant Planning and Management Credits: 2
- EDL 750 - Educational Human Resource Management Credits: 3
- EDL 876 - Ethics in Educational Leadership Credits: 3

Requirements

Students without principal licensure must either complete the Master of School Administration Degree or if they have an education related master's degree, have their transcripts reviewed to determine pre-requisite courses needed before entering the Ed.S.

Students are required to prepare a portfolio to demonstrate mastery of skills for leadership at the system level. This portfolio is reviewed by faculty prior to graduation. In order to be licensed at the Ed.S. level by the North Carolina Board of Education, upon graduation students should contact the Western's Office of Field Experiences to apply for an advanced license.

Completion of the Ed.S. in Educational Leadership does not qualify a student for admission to the Ed.D. Students admitted to the Ed.D. must request transfers of hours taken at the Ed.S. level to the doctoral program.

Degree requirements for the Education Specialist Degree

Applicants for the Ed.S. in Educational Leadership must hold a master's degree in an education related field from a regionally accredited institution and are expected to hold principal licensure. Applicants who do not have principal licensure will have their transcripts reviewed to determine prerequisite courses needed for that licensure before beginning an Ed.S.

Applicants must submit scores on the Graduate Record Examination General Test and three recommendations, one of whom must be an administrative supervisor. Applicants will be interviewed by program faculty.

Family Nurse Practitioner (FNP) Post-Master's Certificate Program

A post-master's certificate program is available to nurses who have earned a master's degree in Nursing. The certificate program prepares the nurse in the advanced practice role of a Family Nurse Practitioner with competencies in family health promotion and clinical management of common conditions across the lifespan. The three year program requires 38 hours of graduate course work including 720 clinical hours. A comprehensive clinical exam will be required during the final semester. Students are exempt from the graduate core courses (NSG 601, 610, 611, and 616) and thesis or research project requirements.

FNP Core (6 hours)

- NSG 517 - Pathophysiology for the Advanced Practice Nurse Credits: 3
- NSG 623 - Advanced Health/Physical Assessment Credits: 3

FNP Core (22 hours)

- NSG 625 - Clinical Management I Credits: 1
- NSG 673 - FNP II: Reproductive Health and the Childbearing Family Credits: 3
- NSG 674 - FNP III: Primary Care of Children and Adolescents Credits: 3
- NSG 675 - FNP IV: Primary Care of Adults and Elderly Adults and Selected Chronic Health Problems Across the Lifespan Credits: 3
- NSG 683 - FNP II: Clinical Management Credits: 2
- NSG 684 - FNP III: Clinical Management Credits: 3

- NSG 685 - FNP IV: Clinical Management Credits: 3
- NSG 686 - FNP V: Primary Care Clinical Practicum Credits: 4

FNP Cognate (10 hours)

- NSG 624 - Family Health Promotion in the Rural Community Credits: 2
- NSG 627 - Advanced Practice Nursing: Diagnostics and Procedures Credits: 2
- NSG 671 - Social and Behavioral Health Problems Credits: 2

Master of Accountancy Degree Program (M.Ac.)

The program leading to the Master of Accountancy (M.Ac.) requires the completion of 30 semester hours at the 600 level, including:

Core courses Hours: 21

- ACCT 605 - Accounting Theory and Practice I Credits: 3
- ACCT 615 - Accounting Theory and Practice II Credits: 3
- ACCT 616 - Accounting Theory and Practice III Credits: 3
- ACCT 620 - Income Tax Theory and Applications Credits: 3
- ACCT 625 - Advanced Accounting Information Systems Credits: 3
- ACCT 640 - Auditing Credits: 3
- LAW 640 - Public Accounting Regulatory Environment Credits: 3

Students with Non-Undergraduate Business Degrees

Students with non-undergraduate business degrees must take:

- ACCT 651 - Managerial Accounting Credits: 3

Other Elective Courses Hours 6-9

Other elective courses, 6-9 hours. Students may select courses from M.B.A. offerings to satisfy the remaining number of elective hours.

Certificate in Entrepreneurship

The Certificate in Entrepreneurship is available to students approved for graduate study in business in the Master of Business Administration or the Master of Accountancy. To earn the certificate, candidates must successfully complete 15 hours in graduate level Entrepreneurship and Business courses selected with the approval of the Entrepreneurship advisor.

English

The M.A. degree in English is awarded upon the successful completion of the following requirements: 30-36 semester hours of graduate credit—15 hours of which are the CORE, which consists of ENGL 618 (Research Methods), A Theory/Literary Criticism course, An Early British Literature Course, A Late British Literature Course, and An

American Literature Course, and, depending on type of degree sought (M.A. with Thesis or M.A. with Non- Thesis Option), EITHER 9 additional hours of graduate coursework and 6 hours of thesis/ portfolio credit, OR 21 additional hours of graduate coursework selected by the student and his or her advisor. These 9 or 21 additional graduate hours must be in one of three CONCENTRATIONS: Literature, Professional Writing, or TESOL. In addition, all M.A. students (thesis or non-thesis option) must successfully pass written comprehensive examinations on both Early and Later Literature, a reading examination in a foreign language— normally French, German, or Spanish, and, in the case of those writing a thesis, a final oral defense. For reading lists, sample exams, and other information on the M.A., see the 2004 Guide to Graduate Study in English, available online.

Two Certificate Programs, in Professional Writing or TESOL, are offered by the Department of English. These are 15-hour (five course) programs, which lead to a Certificate awarded by the Graduate School and designation of completion on the official transcript. See below for more information.

Literature Concentration

If a student selects the Literature Concentration, he or she must successfully complete both the 15-hour M.A. Core, plus either 9 hours of graduate coursework in literature chosen with the help of his or her advisor (Thesis Option), or 21 hours of graduate coursework in literature chosen with the help of the advisor (for the Non-Thesis Option). No specific courses are prescribed for the concentration itself, but are selected by both student and advisor to best mesh with the student's professional needs and aspirations.

Professional Writing Concentration

In addition to completing the 15-hour core curriculum of the Graduate English Curriculum, students selecting the Professional Writing Concentration must successfully complete either 9 hours of graduate coursework in Professional Writing chosen with the help of his or her advisor plus complete a thesis (Thesis Option), or 21 hours of graduate coursework in Professional Writing chosen with the help of the advisor (for the Non-Thesis Option). No specific courses are prescribed but are to be selected by the student and the advisor to meet the student's professional needs and aspirations.

TESOL Concentration

The concentration in TESOL (Teaching English to Speakers of Other Languages) prepares students to teach English to non-native speakers in a variety of situations. The topics covered are governed by the guidelines established for the English as a Second Language Curriculum by the N.C. Department of Public Instruction. In addition to completing the 15-hour Core required for all M.A. degrees in English, the student who selects the TESOL concentration must successfully complete either 9 hours of graduate coursework in TESOL and a thesis, or 21 hours of graduate coursework in TESOL. The courses available enable students to analyze the linguistic components of English: syntax, morphology, semantics, pragmatics, phonology, phonetics, and discourse. Students also cover sociolinguistic questions concerning the relationship of language to culture and issues related to dialects and varieties of English. In addition, students will study language acquisition and have opportunities to apply theoretical insight to the practical task of designing and implementing lesson plans and courses of study.

TESOL Certificate

The Certificate Program in TESOL (Teaching English to Speakers of Other Languages) is a non-degree option that prepares students to teach English to non-native speakers in a variety of situations ranging from public school instruction to community college instruction to overseas instruction. It is well-suited for both those who have a background in education as well as those who wish to make a career change and move into an exciting and diverse field. The topics covered are governed by the guidelines established for the English as a Second Language Curriculum by the NC Department of Public Instruction. A student who selects the TESOL Certificate Program must successfully

complete 15 hours of graduate coursework in TESOL. The Program leads to a Certificate issued by the Graduate School and a designation on the official transcript. The Certificate Program does not lead to licensure. The courses available enable students to analyze the linguistic components of English--syntax, morphology, semantics, pragmatics, phonology, phonetics, and discourse. Students also cover sociolinguistic questions concerning the relationship of language to culture and issues related to dialects and varieties of English. In addition, students will study language acquisition and have opportunities to apply theoretical insight to the practical task of designing and implementing lesson plans and courses of study.

Professional Writing Certificate

The Certificate Program in Professional Writing is designed for students seeking advanced preparation for entering successful, professional writing careers in fields that regularly recruit new writers, editors, publishing assistants, or promotional talents. The program is especially targeted to those who are already working and need or wish to brush up on their writing and editing skills, but who do not wish, at this time, to pursue a complete graduate program. The Certificate Program in Professional Writing leads to a Certificate awarded by the Graduate School and a designation on the official transcript. The Program requires 15 hours of graduate work, consisting of a required course, ENGL 603, Writing for the Marketplace, plus 9 hours selected from either the creative track (Fiction Writing, Poetry Writing, Nonfiction Writing, Breaking into Publishing, or Special Topics in Writing) or a professional writing track (Writing for Careers, Technical Writing, Writing for Electronic Environments, or Special Topics in Writing) or a combination of both, plus a capstone course, ENGL 589, Co-op: Writing and Editing. Should students wish to pursue a graduate degree, the courses in the Certificate Program can be applied toward a Master's degree in English with a Professional Writing Concentration.

History

The program for the M.A. degree in history (American or European concentration) requires a minimum of 30 semester hours (at least 15 of the 30 hours must be at the 600 level) of graduate study, satisfactory performance in a foreign language examination approved by the history department, and a satisfactory performance in a comprehensive written examination over all coursework for the degree. Students will choose one of the following options:

Non-Thesis Option (American or European concentration) Hours:30

This is a non-thesis degree designed for students who do not intend to continue graduate studies beyond the master's level. It requires a minimum of 30 semester hours of approved coursework, including HIST 631, HIST 632, and 6 hours outside the student's principal concentration.

Thesis Option (American or European concentration) Hours:30

Requires a minimum of 30 semester hours of approved course work, including: HIST 631, 632, and 3 hours of thesis credit (HIST 699). Candidates must pass an oral examination in defense of the thesis.

Cherokee Studies Option (American concentration, thesis or non-thesis) Hours:30

Requires a minimum of 30 semester hours of approved coursework, including 3 hours of HIST 699 for those writing a thesis; 18 hours in American history courses (including HIST 545, 631, and 632); 6 to 9 hours in Cherokee Studies concentration selected from: ANTH 561, ANTH 573, ASI 594, ENGL 564, or other courses approved by the graduate advisor.

Public History Option (American concentration) Hours:30

This is a non-thesis option designed to prepare students for entry-level positions related to public history. It requires the completion of a minimum of 30 semester hours of approved coursework, including: HIST 631, 632, and 688; 9 hours selected from HIST 571, 572, 573, 574; and 12 hours of guided electives exclusive of public history courses.

Psychology

Graduate students seeking the M.A. degree in psychology may choose between two degree programs, the M.A. in School Psychology and the M.A. in Psychology (with options in clinical and general-experimental psychology.)

Clinical Psychology Hours: 62

The clinical psychology option requires the completion of 62 semester hours including:

- PSY 548 - Human Neuropsychology Credits: 3
- PSY 650 - Advanced General Psychology Credits: 3
- PSY 651 - Advanced Research Methods: Statistics Credits: 3
- PSY 652 - Advanced Research Methods: Design and Communication Credits: 3
- PSY 661 - Psychological Assessment I Credits: 4
- PSY 662 - Personality Assessment Credits: 3
- PSY 671 - Advanced Psychopathology Credits: 3
- PSY 672 - Psychotherapy I: Theories Credits: 3
- PSY 675 - Cognitive Behavioral Interventions Credits: 3
- PSY 676 - Psychotherapy II: Techniques Credits: 3
- PSY 679 - Survey of Clinical Psychology Credits: 3
- PSY 686 - Practicum Credits: 1-4, R12
(10 hours minimum)
- PSY 699 - Thesis Credits: 3, R6
(6 hours)

Electives Hours:12

School Psychology Hours: 71

Successful completion of the program and requirements related to licensure will lead to recommendation for Level II licensure.

- COUN 620 - Counseling Children and Adolescents Credits: 3
- COUN 645 - Consultation and Collaboration Credits: 3
- PSY 621 - Advanced Educational Psychology Credits: 3
- PSY 624 - Child and Adolescent Development Credits: 3
- or
- PSY 625 - Adolescent Development Credits: 3
- PSY 648 - Advanced Neuropsychological Assessment Credits: 3
- PSY 651 - Advanced Research Methods: Statistics Credits: 3
- PSY 652 - Advanced Research Methods: Design and Communication Credits: 3
- PSY 661 - Psychological Assessment I Credits: 4

- PSY 663 - Assessment and Intervention with Preschool Children Credits: 3
- PSY 664 - Psychological Assessment II Credits: 3
- PSY 673 - Professional Issues Credits: 3
- PSY 674 - Advanced Child Psychopathology Credits: 3
- PSY 675 - Cognitive Behavioral Interventions Credits: 3
- PSY 678 - Family Systems Credits: 3
- PSY 683 - Internship in Psychology Credits: 6
- PSY 684 - Internship in Psychology Credits: 6
- PSY 686 - Practicum Credits: 1-4, R12
(7 hours)
- PSY 697 - Seminar: Behavioral/Emotional Evaluation of Children and Adolescents Credits: 3
- PSY 699 - Thesis Credits: 3, R6
(6 hours)

General Experimental Psychology Hours:48

The general-experimental psychology option requires the completion of 48 semester hours including:

- PSY 610 - Advanced Social Psychology Credits: 3
- PSY 651 - Advanced Research Methods: Statistics Credits: 3
- PSY 652 - Advanced Research Methods: Design and Communication Credits: 3
- PSY 680 - Directed Study in Psychology Credits: 3, R9
(6 hours)
- PSY 699 - Thesis Credits: 3, R6
(6 hours)

Electives Hours: 27

27 elective hours approved by the program director will be selected from a general category (15 hours minimum) including:

- EDCI 711 - Qualitative Research Credits: 3
- PSY 526 - Death and Dying Credits: 3
- PSY 530 - Personality Credits: 3
- PSY 540 - Biological Psychology Credits: 3
- PSY 541 - Health Psychology Credits: 3
- PSY 544 - Cognitive Psychology Credits: 3
- PSY 548 - Human Neuropsychology Credits: 3
- PSY 555 - History of Psychology Credits: 3
- PSY 570 - Abnormal Psychology Credits: 3
- PSY 574 - The Emotionally Disturbed Child and Adolescent Credits: 3
- PSY 621 - Advanced Educational Psychology Credits: 3
- PSY 624 - Child and Adolescent Development Credits: 3
- PSY 625 - Adolescent Development Credits: 3
- PSY 650 - Advanced General Psychology Credits: 3
- PSY 678 - Family Systems Credits: 3

Interdisciplinary/Applied Category Hours:12

- HR 605 - Orientation to Human Resources Credits: 3
- HR 610 - Human Resource Development Credits: 3
- HR 615 - Organization Development Credits: 3
- MGT 605 - Organizational Behavior and Analysis Credits: 3
- MGT 608 - Human Resource Administration Credits: 3
- MGT 609 - The Collective Bargaining Process Credits: 3
- MKT 601 - Marketing Management Credits: 3
- MKT 602 - Marketing Research Credits: 3
- MKT 603 - Consumer Behavior Credits: 3

Comprehensive Requirement

Degree candidates must complete a comprehensive requirement which consists of an approved thesis prospectus and successful performance on an oral examination given by a committee of at least three faculty members.

Teaching English to Speakers of Other Languages (TESOL), M.A. Degree

The M.A. degree in Teaching English to Speakers of Other Languages (TESOL) combines a strong theoretical foundation in applied linguistics with practical training in the teaching of English to speakers of other languages. The principal goals of the program are to provide the linguistic theory necessary for English as a Second Language (ESL) teachers, to equip teachers with practical skills of language teaching, and to prepare students for further study in English Language Teaching and Applied Linguistics. This program does not lead to N.C. licensure (for licensure, see M.A.Ed. or M.A.T. with concentration in TESOL) but qualifies graduates to teach outside the N.C. public schools or to pursue further graduate work.

The degree is awarded upon successful completion of the following requirements (36 hours):

24 hours of required ESL/TESOL courses:

- ENGL 615 - Linguistic Perspectives Credits: 3
- ENGL 616 - Foundations of ESL and Language Learning Credits: 3
- ENGL 625 - Applied Phonetics and Pronunciation Teaching Credits: 3
- ENGL 626 - ESL Methodology: Listening and Speaking Credits: 3
- ENGL 627 - ESL Methodology: Reading and Writing Credits: 3
- ENGL 628 - ESL Curriculum and Administration Credits: (3)
- ENGL 635 - Teaching Grammar, Reading and Writing to ESL Students. Credits: 3
- ENGL 683 - TESOL Practicum Credits: (3)

Electives:

Twelve hours of electives, which may include a thesis (6 hours of credit). Electives chosen upon approval of the advisor, to suit the student's specific interests and goals (e.g., the doctorate).

Examinations:

Passing Comprehensive Examinations in 3 subject areas during the final semester of study. Exams are offered in the following five areas:

- Curriculum and Administration
- Grammar
- Methods of Reading and Writing
- Methods of Speaking and Listening
- Sociolinguistics

Community College Administration

The program leading to the M.A.Ed. degree in community college administration requires a minimum of 33 semester hours of graduate study, including:

Professional Component (Select 12 hours from the following:)

- EDHE 636 Two-Year College Curriculum Development Credits: (3)

One of the Following:

- EDCI 602 - Methods of Research Credits: 3
- EDCI 612 - Principles and Application of Educational Research Methods and Analysis Credits: 3

One of the Following:

- EDHE 531 - Foundations of Adult Education Credits: 3
- PSY 621 - Advanced Educational Psychology Credits: 3

One of the Following:

- EDCI 603 - Comparative Education Credits: 3
- EDCI 605 - Foundations of Modern Education Credits: 3
- EDCI 700 - Philosophy of Education Credits: 3
- EDHE 650 - Program Development and Evaluation Credits: 3

Administration, Organization, and Supervision (12 hours)

- EDHE 683 - Internship: Two-Year College Administration Credits: 3, R9
- EDHE 710 - Administration of Two-Year Colleges Credits: 3
- EDL 611 - Managing Educational Organizations Credits: 3
- EDSU 605 - Principles of Supervision Credits: 3

Higher Education and cognate (9 hours)

- EDHE 605 - The Two-Year College Credits: 3
- EDHE 695 - Seminar on the Two-Year College Credits: 2

Guided Electives (4 hours)

4 hours of guided electives.

Community College Teaching

Programs leading to the M.A.Ed. degree in the area of community college teaching are available in:

Biology
Mathematics
English
Physical Education
Individually Approved Studies

Each program requires a minimum of 35 semester hours of graduate study. The course requirements are as follows:

Professional Core (11-17 hours)

Professional core approved by higher education program advisor, 11-17 hours:

- EDHE 531 Foundations of Adult Education Credits: (3) *or*
- EDHE 610 Two-Year College Instruction Credits (3)

- EDCI 602 - Methods of Research Credits: 3
- EDHE 605 - The Two-Year College Credits: 3
- EDHE 686 - Practicum in Two-Year College Teaching Credits: 2
(A person with one or more years of teaching experience may, upon recommendation of the higher education program advisor and department head, substitute EDHE 695 for EDHE 686.)

Academic Major Approved by Academic Discipline Advisor (18-24 hours)

English

For the M.A.Ed. in Community College Teaching with English concentration degree, a minimum of 35 hours of graduate coursework is required, 24 of which must be in English, at least 12 hours of which must be at the 600 level. There is an 11-hour core requirement in Education. As with the Comprehensive Education with English concentration degree, English Comprehensive Examinations in both early and later literature (based on the Shorter Reading List) are required. Neither a thesis nor foreign language proficiency is required. For reading lists, sample exams, and other information about the English concentration, see the *2002 Guide to Graduate Study in English*.

Comprehensive Education

The program leading to the M.A.Ed. degree in comprehensive education requires a minimum of 36 semester hours of graduate study consisting of a professional core of 18 semester hours and a concentration of 18 hours. Each of the concentrations leads to a recommendation for Advanced Competencies licensure from the North Carolina Department of Public Instruction. Concentrations may have additional requirements for admission specific to the concentration. Completion of degree requirements includes a satisfactory portfolio demonstrating advanced competencies for all concentrations. Candidates with current National Board Certification in the concentration area have demonstrated advanced competencies and are exempted from the required portfolio. An oral and/or written exam may be required for some concentrations.

Professional Core - 18 Hours

- 6 hours in methods (Note: See Methods section in each concentration for options.)
- EDCI 602 - Methods of Research Credits: 3
- EDCI 604 - Curriculum Development Credits: 3
(or)
- EDCI 605 - Foundations of Modern Education Credits: 3
(or)
- EDCI 613 - The Teacher Leader Credits: 3
- PSY 621 - Advanced Educational Psychology Credits: 3
(PSY 624 for BK)
- SPED 620 - Education in a Diverse Society Credits: 3

Art Concentration (18 hours)

18 hours as follows: 9 semester hours selected from one studio course area; 6 semester hours of contemporary art seminar courses, 3 hours from thesis/exhibition.

Methods (6 hours)

- ART 564 - Art Education Problems Credits: 3, R6
- ART 697 - Seminar in Art Education Credits: 3, R6

Biology Concentration (18 hours)

18 hours as follows: Eighteen semester hours from any 500-600 level biology course, except BIOL 699. At least 6 hours must be taken from courses numbered 600 or above.

Methods (6 hours)

- SCI 612
- SCI 695 - Seminar in Science Education Credits: 3

Birth-Kindergarten Concentration (18 hours)

18 hours as follows:

- BK 603 - Current Family Theory and Research Credits: 3
- BK 607 - Action Research in Early Childhood Credits: 3
- SPED 606 - Intervention for Young Children with Developmental Disabilities Credits: 3
- SPED 632 - Preschool Disorders: Assessment and Evaluation Credits: 3

6 semester hours from:

- BK 513 - Literacy Credits: 3
- BK 514 - Numeracy Credits: 3
- BK 566 - Infant Development Credits: 3

Methods (6 hours)

- BK 570 - Advanced Early Childhood Curriculum Credits: 3
- SPED 604 - Theory and Practice in Early Intervention Credits: 3

Chemistry Concentration (18 hours)

18 hours as follows: Eighteen semester hours from any 500-600 level chemistry course. At least 6 hours must be taken from courses numbered 600 or above.

Methods (6 hours)

- SCI 612
- SCI 695 - Seminar in Science Education Credits: 3
- SCI 696 - Seminar in Science Education Credits: 3

Elementary Education Concentration (18 hours)

18 hours as follows:

Elementary Core (3 hours)

- ELMG 566 - Computers in Education Credits: 3
or
- ELMG 610 - Distance Education Credits: 3
or
- ELMG 666 - Projects in Educational Computing Credits: 3

Subject Matter Core (9 hours)

9 hours selected from three (3) of following areas:

Reading/Language Arts

- EDPY 693 - Topics in Education and Psychology Credits: 3, R6
or
- EDRD 651 - Clinical Procedures in Remedial Reading Credits: 3
or
- EDRD 653 - Advanced Children's Literature Credits: 3
or
- ELMG 606 - Elementary and Middle Grades Language Arts Curriculum Credits: 3
or

Math

- EDPY 693 - Topics in Education and Psychology Credits: 3, R6
- ELMG 605 - Elementary Math Curriculum Credits: 3
or
- ELMG 607 - Mathematical Problem-Solving in the Elementary/Middle School Credits: 3
or
- ELMG 608 - Diagnosis and Remediation in Elementary/Middle School Mathematics Credits: 3
or

Science

- EDPY 693 - Topics in Education and Psychology Credits: 3, R6
- ELMG 603 - Elementary Science Curriculum Credits: 3
or

Social Studies

- EDPY 693 - Topics in Education and Psychology Credits: 3, R6
- ELMG 604 - Elementary Social Studies Curriculum Credits: 3
or

Subject Matter Electives (6 hours)

Selected from subject matter core options.

Methods (6 hours)

- EDEL 614 - Issues and Trends in Elementary Education Credits: 2
- EDEL 695 - Research Seminar in Elementary Education I Credits: 2
- EDEL 696 - Research Seminar in Elementary Education II Credits: 2

English Concentration (18 hours)

A minimum of 36 hours of coursework is required, 18 of which must be in English, including:

- ENGL 618 - Methods of Literary Research and Bibliography Credits: 3

Methods (6 hours)

There is a 6-hour English methods coursework requirement:

- ENGL 515 - Linguistics Credits: 3
- ENGL 517 - Methods of Teaching Literature Credits: 3

Additional Information

English Comprehensive Examinations on both early and later literature (based on the Shorter Reading List) and a Professional Teaching Comprehensive Exam (or portfolio) are also required. Neither a thesis nor foreign language proficiency is required. For reading lists, sample exams, and other information about the English concentration, see the *2004 Guide to Graduate Studies in English*, available online.

Mathematics Concentration (18 hours)

18 hours as follows:

- 9 hours of mathematics courses except for MATH 601, 602, and 603. At least 3 hours must be taken from courses numbered 600.
- 9 hours as selected from at least three (3) of the following areas:

Algebra

- MATH 507 - Survey of Algebra Credits: 3
- MATH 561 - Abstract Algebra Credits: 3
- MATH 562 - Linear Algebra Credits: 3
- MATH 660 - Algebra Credits: 3
- or
- MATH 661 - Applied Algebra Credits: 3

Analysis

- MATH 508 - Survey of Analysis Credits: 3
- MATH 523 - Advanced Calculus II Credits: 3
- MATH 622 - Introduction to Functional Analysis Credits: 3
- MATH 623 - Advanced Analysis Credits: 3
- or
- MATH 624 - Complex Analysis Credits: 3

Applied

- MATH 541 - Introduction to Numerical Analysis Credits: 3
- MATH 632 - Methods of Applied Mathematics Credits: 3
- MATH 634 - Partial Differential Equations and Boundary Value Problems Credits: 3
- MATH 640 - Numerical Analysis Credits: 3
- or

Statistics

- MATH 570 - Statistical Theory II Credits: 3
- MATH 670 - Advanced Statistical Theory Credits: 3
or
- MATH 672 - Design of Experiments Credits: 3

Geometry and History

- MATH 500 - History of Mathematics Credits: 3
- MATH 511 - Foundations in Geometry Credits: 3
or
- MATH 512 - Modern Geometry Credits: 3

Methods (6 hours)

- MATH 609 - Research in Mathematics Education (9-16) Credits: 3
- MATH 610 - Teaching Mathematics with Technology Credits: 3

Middle Grades Concentration (18 hours)

18 hours as follows:

Middle Grades Core (3 hours)

- ELMG 566 - Computers in Education Credits: 3
or
- ELMG 610 - Distance Education Credits: 3
or
- ELMG 666 - Projects in Educational Computing Credits: 3

Subject Matter/Pedagogy Core (15 hours)

6 hours in each of two areas approved by the adviser, including the following:

- EDMG 623 - Teaching Writing in the Middle Grades Credits: 3

Reading/Language Arts

- EDPY 693 - Topics in Education and Psychology Credits: 3, R6
- EDRD 567 - Adolescent Literature Credits: 3
- EDRD 651 - Clinical Procedures in Remedial Reading Credits: 3
or
- ELMG 606 - Elementary and Middle Grades Language Arts Curriculum Credits: 3

Math

- EDPY 693 - Topics in Education and Psychology Credits: 3, R6
 - ELMG 605 - Elementary Math Curriculum Credits: 3
 - ELMG 607 - Mathematical Problem-Solving in the Elementary/Middle School Credits: 3
 - ELMG 608 - Diagnosis and Remediation in Elementary/Middle School Mathematics Credits: 3
- or

Science

- EDPY 693 - Topics in Education and Psychology Credits: 3, R6
 - ELMG 603 - Elementary Science Curriculum Credits: 3
- or

Social Studies

- EDPY 693 - Topics in Education and Psychology Credits: 3, R6
 - ELMG 604 - Elementary Social Studies Curriculum Credits: 3
- or

Methods (6 hours)

- EDMG 621 - Issues and Trends in Middle Grades Education Credits: 2
- EDMG 680 - Research in the Middle Grades: Proposal Credits: 2
- EDMG 681 - Research for the Middle Grades: Project Credits: 2

Music Concentration (18 hours)

18 hours as follows:

Core Curriculum (14 hours)

- MUS 601 - Writing About Music Credits: 1
- MUS 679 - Lecture/Recital Credits: 3, R6
- MUS 680 - Independent Study Credits: 1, R6

Three (3) of the following (9 hours)

- MUS 520 - Studies in Music Literature Credits: 3, R9
- MUS 525 - Twentieth-Century Music Credits: 3
- MUS 621 - History of Musical Theory Credits: 3
- MUS 622 - Influences of Folk Traditions on Western Art Music Credits: 3

Electives (4 hours)

Electives from the following, 4 hours:

- MUS 503 - Marching Band Techniques Credits: 2
- MUS 592 - Orff-Schulwerk Level I Credits: 3
- MUS 593 - Topics in Music Credits: 1-3, R12
- MUS 597 - Seminar in Piano Pedagogy Credits: 1, R4
- MUS 598 - Seminar in Accompanying Credits: 1, R4
- MUS 611 - Applied Minor Credits: 1, R4
- MUS 614 - Applied Conducting Credits: 1, R4
- MUS 640 - Seminar in Music Pedagogy Credits: 3, R6
- MUS 675 - Ensemble Credits: 1, R6
- MUS 680 - Independent Study Credits: 1, R6
- MUS 693 - Orff-Schulwerk Level II Credits: 3
- MUS 694 - Orff-Schulwerk Level III Credits: 3
- MUS 699 - Thesis Credits: 3

Methods (6 hours)

- MUS 592 - Orff-Schulwerk Level I Credits: 3
or
- MUS 640 - Seminar in Music Pedagogy Credits: 3, R6
- MUS 695 - Music Education Seminar Credits: 3

Physical Education Concentration (18 hours)

18 hours as follows:

- PE 696
- PE 615 - Legal Issues in Human Performance Credits: 3
- PE 621 - Research in Health and Human Performance Credits: 3
- PE 625 - Motor Learning Credits: 3
- PE 650 - Applied Physiology Credits: 3

3 Hours Selected from the Following:

- PE 635 - Lifespan Motor Development Credits: 3
- PE 640 - Administration of Physical Education Credits: 3
- PE 665 - Exercise Testing and Prescription Credits: 3
- PE 675 - Issues in Intramurals and Athletics Credits: 3
- PE 676 - Research Techniques in Exercise Physiology Credits: 3
- PE 694 - Special Problems Credits: 1-3, R9
- PE 699 - Thesis Credits: 3, R6

Methods (6 hours)

- PE 630 - Physical Education Curriculum Credits: 3
- PE 655 - Methods and Analysis in Physical Education and Sport Instruction Credits: 3

Reading Concentration (18 hours)

18 hours as follows:

- electives
- EDEL 695 - Research Seminar in Elementary Education I Credits: 2
- EDEL 696 - Research Seminar in Elementary Education II Credits: 2
- EDRD 567 - Adolescent Literature Credits: 3
or EDEL 653
- EDRD 631 - Smoky Mountain Language and Literacy Institute Credits: 3, R9
- EDRD 653 - Advanced Children's Literature Credits: 3
or EDEL 567
- ELMG 566 - Computers in Education Credits: 3
or EDEL 610 or EDEL 666
- ELMG 610 - Distance Education Credits: 3
or EDEL 566 or EDEL 666
- ELMG 666 - Projects in Educational Computing Credits: 3
or EDEL 566 or EDEL 610

Methods (6 hours)

- EDRD 651 - Clinical Procedures in Remedial Reading Credits: 3
- ELMG 606 - Elementary and Middle Grades Language Arts Curriculum Credits: 3

Social Sciences Concentration

18 hours as follows: 12 hours in history, 3 hours in second social science area, 3 hours in third social science area.

Methods (6 hours)

- HIST 632 - Historical Methodologies and Research Design Credits: 3
- HIST 633 - Advanced Teaching Methodologies in Secondary Social Science Education Credits: 3

Special Education Concentration

18 hours as follows:

Special Education Core (3-6 hours)

- SPED 502 - Current Issues in Special Education Credits: 3
SPED 502 not required for students with emphasis in severe/profound disabilities.
- SPED 682 - Research in Special Education Credits: 3

Emphasis (12-15 hours)

Emphasis in behavioral disorders, learning disabilities, mental retardation, or severe/profound disabilities, 12-15 hours as follows:

Behavioral Disorders Emphasis

- guided electives
- SPED 504 - Educational Programs for Students with Behavioral Disorders Credits: 3
- SPED 684 - Teaching Students with Behavioral Disorders Credits: 3

Gifted Emphasis (18 hours)

- Three hours of guided electives:
- SPED 500 - Creative Thinking and Problem Solving Credits: 3
- SPED 503 - Current Issues in Gifted Education Credits: (3)
- SPED 571 - Introduction to Gifted Education Credits: 3
- SPED 575 - Methods and Models of Gifted Education Credits: 3
- SPED 682 - Research in Special Education Credits: 3

Learning Disabilities Emphasis

- guided electives
- SPED 505 - Teaching Students with Learning Disabilities Credits: 3
- SPED 681 - Seminar in Learning Disabilities Credits: 3

Mental Retardation Emphasis

- guided electives
- SPED 529 - Educational Programs for Students with Mental Retardation Credits: 3
- SPED 630 - Teaching Students with Mild to Moderate Mental Retardation Credits: 3

Severe/Profound Disabilities Emphasis

- guided elective in communication disorders or physical therapy
- SPED 528 - Programs and Services for Individuals with Severe/Profound Disabilities Credits: 3
- SPED 530 - Teaching Individuals with Moderate to Severe Disabilities Credits: 3
- SPED 532 - Methods for Teaching Students with Severe/Profound Disabilities Credits: 3
- SPED 533 - Collaboration with Families and Professionals Credits: 3

Methods (6 hours)

The methods courses for the *gifted emphasis* are SPED 577 and 687. The methods courses for all other *Special Education concentrations* are SPED 631 and 687.

Teaching English to Speakers of Other Languages (TESOL) concentration: (24 hours)

Nine semester hours of TESOL methods courses:

- ENGL 628 and ENGL 683 are required courses. (*These courses are being developed.*)

- ENGL 616 - Foundations of ESL and Language Learning Credits: 3

Graduate Linguistics: (9 hours)

Nine semester hours of graduate linguistics:

- ENGL 615 - Linguistic Perspectives Credits: 3
- ENGL 625 - Applied Phonetics and Pronunciation Teaching Credits: 3
- ENGL 635 - Teaching Grammar, Reading and Writing to ESL Students. Credits: 3

Methods: (6 hours)

- ENGL 626 - ESL Methodology: Listening and Speaking Credits: 3
- ENGL 627 - ESL Methodology: Reading and Writing Credits: 3

Counseling, School

The program leading to the M.A.Ed. degree in school counseling requires a minimum of 60 semester hours of graduate study.

Professional Core (30 hours)

- COUN 605 - The Helping Relationship Credits: 3
- COUN 610 - Family Counseling Credits: 3
- COUN 615 - Multicultural Counseling Credits: 3
- COUN 625 - Counseling: Developmental Perspectives Credits: 3
- COUN 630 - Theories of Counseling Credits: 2
- COUN 631 - Techniques of Individual Counseling Credits: 1
- COUN 635 - Group Methods in Counseling Credits: 3
- COUN 640 - Measurement and Appraisal in Counseling Credits: 3
- COUN 650 - Career Development Credits: 3
- COUN 667 - The DSM and Effective Treatment Planning in Counseling Credits: 3
- COUN 670 - Research in Counseling Credits: 3

Specialty Requirements (30 hours)

- 6 hours guided electives
- COUN 602 - Professional and Ethical Issues in Counseling Credits: 3
- COUN 617 - Substance Abuse Counseling Credits: 3
- COUN 620 - Counseling Children and Adolescents Credits: 3
- COUN 633 - Crisis Intervention Counseling Credits: 3
- COUN 660 - School Counseling Program Development Credits: 3
- COUN 665 - Implementing School Counseling Program Credits: 3
- COUN 686 - Practicum in Counseling Credits: 3
- COUN 687 - Internship in Counseling Credits: 3, R6

Educational Supervision

Each of the programs leading to the M.A.Ed. degree in educational supervision requires a minimum of 38 semester hours of graduate study. Program options include curriculuminstruction, instructional-technology specialist–computers, and international studies. Requirements prepare a study for graduate teaching licensure as a curriculum-instruction specialist, level one in North Carolina. Students in the instructional technology specialist– computers option also may qualify for licensure in computers. Students in the international studies program do not qualify for North Carolina licensure. Additional state-mandated testing may be required to complete licensure, but not graduation requirements.

All students complete a common core of courses consisting of the professional education component and required courses in supervision as well as the specialty requirements of the program they select.

Professional Component (12 hours)

- EDCI 602 - Methods of Research Credits: 3
- EDCI 613 - The Teacher Leader Credits: 3
- PSY 621 - Advanced Educational Psychology Credits: 3
- SPED 620 - Education in a Diverse Society Credits: 3

Supervision, Curriculum and Instruction (11 hours)

- EDSU 605 - Principles of Supervision Credits: 3
- EDSU 630 - School Improvement Credits: 3
- EDSU 685 - Internship in Supervision Credits: 2
- ELMG 566 - Computers in Education Credits: 3

The specialty options for each area are as follows:

Curriculum-Instruction concentration (15 hours)

- one three hour elective
- EDCI 603 - Comparative Education Credits: 3
- EDCI 604 - Curriculum Development Credits: 3
- EDL 612 - School-based Curriculum and Instructional Leadership Credits: 3
- EDL 620 - Legal and Ethical Foundations of Public Education Credits: 3

Instructional Technology Specialist–Computer concentration (15 hours)

- three technology electives, as approved by the program advisor
- ELMG 610 - Distance Education Credits: 3
- ELMG 666 - Projects in Educational Computing Credits: 3

International Studies Concentration (15 hours)

- two electives as approved by the program advisor
- EDCI 603 - Comparative Education Credits: 3

- EDCI 604 - Curriculum Development Credits: 3
- EDL 611 - Managing Educational Organizations Credits: 3

Master of Arts in Teaching Degree Programs (M.A.T.)

The MAT was designed to enable students holding degrees other than education degrees to study in selected teaching programs at the graduate or advanced level. Candidates must have an undergraduate degree in the major of the concentration and must meet the prerequisite requirements of the department housing the concentration. Candidates with an undergraduate degree in a major other than the MAT concentration may not qualify for the MAT and are subject to prerequisite course requirements as determined by the faculty in the department of the concentration. Prerequisite requirements will vary by department and depend on the credentials presented by the candidate.

The program leading to the MAT degree in comprehensive education requires a minimum of 36-42 semester hours of graduate study. The difference in semester hours is a function of the teaching experience that the candidate brings to the program. A full-time, semester-long internship or the equivalent is required. The MAT consists of a professional core of 15 semester hours, 12-18 hours of teaching methods and clinical experiences, and 9 semester hours in the concentration. Pending satisfactory completion of state-required licensure examinations, the program leads to a recommendation for an advanced license from the North Carolina Department of Public Instruction. Completion of degree requirements includes satisfactory completion of Praxis II tests, the Teacher Work Sample Portfolio and the Comprehensive Portfolio.

Professional Core (15 hours)

- EDCI 602 - Methods of Research Credits: 3
- PSY 621 - Advanced Educational Psychology Credits: 3
(PSY 624 for BK)
- SPED 620 - Education in a Diverse Society Credits: 3

And select two of the following:

- EDCI 604 - Curriculum Development Credits: 3
- EDCI 605 - Foundations of Modern Education Credits: 3
- EDCI 613 - The Teacher Leader Credits: 3

Teaching Methods and Clinical Experiences (12-18 hours)

Birth-Kindergarten (12 hours)

- BK 570 - Advanced Early Childhood Curriculum Credits: 3
- BK 588 - Internship/Field Experiences Credits: 3
- BK 603 - Current Family Theory and Research Credits: 3
- SPED 604 - Theory and Practice in Early Intervention Credits: 3

Secondary and Special Subjects

(Biology, Chemistry, English, Mathematics, and Social Sciences) (Art, Music, Physical Education)

3 semester hours of elective course

6 semester hours of teaching methods

and one 3-hour content specific methods course*

- EDCI 617 - Methods and Practices for Learning in Content Areas Credits: 3

3-9 semester hours of clinical experiences

- EDCI 689 - Internship in Secondary Education and Special Subjects Areas Credits: 3, R9

Middle Grades Education

- one 3-hour content specific methods course

6 semester hours of teaching methods

3-9 semester hours of field experience

- EDMG 589 - Internship II in Middle Grades Credits: 3, R9

Special Education Emphasis Areas (Choose One)

Field experience or additional course hours will vary, up to a total of 18 semester hours in special education, depending on prior courses and/or experiences of candidates.

Behavior Disorders

- SPED 555 - Creating Positive Classrooms for Students with Disabilities Credits: 3
- SPED 566 - Approaches and Practices for Teaching Students with Disabilities Credits: 3
- SPED 631 - Appraisal of Exceptional Children Credits: 3
- SPED 687 - Practicum in Special Education Credits: 1-3, R9

Learning and Mental Disabilities

- SPED 555 - Creating Positive Classrooms for Students with Disabilities Credits: 3
- SPED 566 - Approaches and Practices for Teaching Students with Disabilities Credits: 3
- SPED 631 - Appraisal of Exceptional Children Credits: 3
- SPED 687 - Practicum in Special Education Credits: 1-3, R9

Severe/Profound Disabilities

- SPED 530 - Teaching Individuals with Moderate to Severe Disabilities Credits: 3
- SPED 534 - Positive Behavior Supports for Students with Severe Disabilities, Advanced Credits: 3
- SPED 631 - Appraisal of Exceptional Children Credits: 3

- SPED 687 - Practicum in Special Education Credits: 1-3, R9

Teaching English to Speakers of Other Languages (TESOL), 18 hours

18 hours of teaching methods and clinical experiences (a general Methods course, EDCI 617, Methods and Practices for Learning in Content Areas, Credits: 3)

TESOL methods:

- ENGL 616 - Foundations of ESL and Language Learning Credits: 3
- ENGL 626 - ESL Methodology: Listening and Speaking Credits: 3
- ENGL 627 - ESL Methodology: Reading and Writing Credits: 3
(ENGL 628 and ENGL 683 are required courses. They are being developed.)

Concentrations

Art, Biology, Chemistry, Middle Grades, Music, Physical Education, and Social Sciences Concentration

9 semester hours selected upon the advice of the department faculty.

Birth-Kindergarten Concentration (9 hours)

- BK 607 - Action Research in Early Childhood Credits: 3
- SPED 606 - Intervention for Young Children with Developmental Disabilities Credits: 3
- SPED 632 - Preschool Disorders: Assessment and Evaluation Credits: 3

English Concentration Hours: 9

In addition to ENGL 514, which is the "content specific methods course" listed under the "Secondary" program requirements in the catalog, the concentration requires 9 semester hours of graduate coursework selected jointly by the student and his English graduate advisor based on the student's undergraduate curriculum, professional plans, experience, and interests. The program involves a specialized teaching focus, emphasizing rhetoric and composition, professional writing, or traditional literary studies, including, especially, a graduate World Literature course. ENGL 517 Methods of Teaching Literature and ENGL 618 Literary Research and Bibliography are required. Neither a thesis nor foreign language proficiency is required, there is no English Comprehensive Examination requirement. For additional information on the M.A.T. in English, see the *2006-07 Guide to Graduate Studies in English*.

Mathematics Concentration (9 hours)

9 semester hours including:

- MATH 500 - History of Mathematics Credits: 3
- MATH 672 - Design of Experiments Credits: 3

One of the Following

- MATH 511 - Foundations in Geometry Credits: 3

or

- MATH 512 - Modern Geometry Credits: 3

Special Education Concentration (9 hours)

Emphasis Areas (Choose One):

Behavior Disorders

- SPED 504 - Educational Programs for Students with Behavioral Disorders Credits: 3
- SPED 567 - Reading, Writing, and Mathematics Curriculum for Students with Disabilities Credits: 3
- SPED 684 - Teaching Students with Behavioral Disorders Credits: 3

Learning and Mental Disabilities

- SPED 505 - Teaching Students with Learning Disabilities Credits: 3
- SPED 567 - Reading, Writing, and Mathematics Curriculum for Students with Disabilities Credits: 3
- SPED 630 - Teaching Students with Mild to Moderate Mental Retardation Credits: 3

Severe/Profound Disabilities

- CSD 594 - Topics in Communication Disorders Credits: 1-3, R6
- or
- PT 655 - Management and Supervision Credits: 3
 - SPED 528 - Programs and Services for Individuals with Severe/Profound Disabilities Credits: 3
 - SPED 533 - Collaboration with Families and Professionals Credits: 3

Teaching English to Speakers of Other Languages (TESOL) concentration, 9 semester hours:

9 semester hours of graduate linguistics:

- ENGL 615 - Linguistic Perspectives Credits: 3
 - ENGL 625 - Applied Phonetics and Pronunciation Teaching Credits: 3
 - ENGL 635 - Teaching Grammar, Reading and Writing to ESL Students. Credits: 3
- The M.A.T. in TESOL is available to graduate students from any undergraduate major.

Methods Courses

Art

- ART 564 - Art Education Problems Credits: 3, R6

Biology

- SCI 612

Chemistry

- SCI 612

English

- ENGL 514 - Fundamentals of Teaching Composition Credits: 3

Mathematics

- MATH 609 - Research in Mathematics Education (9-16) Credits: 3

Music

- MUS 592 - Orff-Schulwerk Level I Credits: 3
or
- MUS 640 - Seminar in Music Pedagogy Credits: 3, R6
- MUS 695 - Music Education Seminar Credits: 3

Physical Education

- PE 655 - Methods and Analysis in Physical Education and Sport Instruction Credits: 3

Social Sciences

- HIST 633 - Advanced Teaching Methodologies in Secondary Social Science Education Credits: 3

Admission Requirements For The Master of Arts in Teaching

Applicants must have a grade point average of B or higher on all upper-level undergraduate coursework and a satisfactory score on the GRE. Three letters of recommendation from persons who are in a position to judge the applicant's aptitude for graduate study and potential as a graduate-level classroom teacher are required. A personal interview is required.

Students may enroll in no more than 6 credit hours of coursework prior to being fully admitted to the M.A.T. program. The application process for admission must be completed prior to the completion of the 6 credit hours. Students enrolled in the NCTEACH licensure program who are subsequently admitted to the M.A.T. program may be allowed to count a maximum of 12 credit hours toward the degree, provided the courses are required in the M.A.T. program.

Applicants for the MAT in Comprehensive Education concentration in Art must submit a letter of intent to the department head and a portfolio of their work. Applicants for the MAT in Comprehensive Education concentration in English must submit a writing sample (such as an undergraduate paper). Applicants for the MAT in Comprehensive Education concentration in Music must contact the Music Department to conduct an interview or schedule an audition.

In addition, candidates must have an undergraduate degree in the major of the concentration and must meet the prerequisite requirements of the department housing the concentration. Candidates with an undergraduate degree in a major other than the MAT concentration may not qualify for the MAT and are subject to prerequisite course

requirements as determined by the faculty in the department of the concentration. Prerequisite requirements will vary by department and depend on the credentials presented by the candidate.

Master of Business Administration Degree Program (M.B.A.)

The program leading to the Master of Business Administration degree requires the completion of 36 semester hours at the 600 level, including:

Core Courses Hours: 24

- ACCT 651 - Managerial Accounting Credits: 3
- CIS 651 - Information Systems for Competitive Advantage Credits: 3
- ECON 607 - Managerial Economics Credits: 3
- FIN 601 - Financial Management Credits: 3
- MGT 605 - Organizational Behavior and Analysis Credits: 3
- MGT 606 - Quantitative Analysis for Business Credits: 3
- MGT 607 - Strategic Management Credits: 3
- MKT 601 - Marketing Management Credits: 3

Electives Hours:12

Elective courses from at least three disciplines must be selected to assure breadth of business understanding and must be approved by the director of the MBA program from the following: accounting, computer information systems, economics, finance, law, management and marketing.

Certificate in Health Care Administration

The program leading to the M.B.A. with certificate in Health Care Administration requires the completion of the 24-semester-hour M.B.A. core, 6 hours of M.B.A. electives, 3 semester hour M.H.S. courses elected in consultation with the M.B.A. and M.H.S. advisors. and the following:

Additional Courses

- MHS 510 - Systems and Policy in Health Care Credits: 3
- MHS 564 - Cost Containment/Productivity Management in Healthcare Organizations Credits: 3
- MHS 664 - The Legal Environment of Healthcare Credits: 3
- MHS 665 - Quality Performance in Health Care Organizations Credits: 3
- MHS 696 - Research Seminar in Health Sciences Credits: 3

Certificate in Human Resources

The program leading to the M.B.A. with certificate in Human Resources requires the completion of the 24-semester-hour M.B.A. core, 6 hours of M.B.A. electives, 3 semester hour M.B.A. courses elected in consultation with MBA and HR advisors. and the following:

Additional Courses

- HR 605 - Orientation to Human Resources Credits: 3
- HR 610 - Human Resource Development Credits: 3
- HR 617 - Organization Performance Credits: 3
- HR 645 - Consultation in Human Resources Credits: 3
- MGT 608 - Human Resource Administration Credits: 3

Certificate in Project Management

The program leading to the M.B.A. with certificate in Project Management requires the completion of the 24-semester-hour MBA core, 6 hours of M.B.A. electives and the following:

Additional Courses

Note: The project management courses are currently available only online. It is anticipated in the future, depending on the interest level and enrollment in this certificate program, it may be desirable to offer some of these courses in residence. This option is retained only as a possibility against future developments.

- PM 650 - Project Management Systems Credits: 6
- PM 652 - Project Plan Development Credits: 6
- PM 654 - Project Plan Analysis and Approval Credits: 6

Certificate in Entrepreneurship

The program leading to the M.B.A. with Certificate in Entrepreneurship requires the completion of 15 hours in graduate level Entrepreneurship courses selected with the approval of the Entrepreneurship advisor.

Master of Construction Management Degree Program (M.C.M.)

The Master of Construction Management degree program is an online, World Wide Web-based program designed primarily to assist those involved with managing construction projects.

To be eligible for consideration, applicants must present a satisfactory score on either the Graduate Management Admissions Test (GMAT) or the Graduate Record Exam (GRE) and an undergraduate GPA sufficient to meet formula minimums for the Graduate School. Letters of recommendation are required; a current resume is required with the application; interviews may be requested. Computer literacy is a necessary prerequisite.

After admission to the program, the following course prerequisites (or their equivalents) must be satisfactorily completed for admission to CM 650: PM 500, 505, and 515. This prerequisite background may be obtained in the student's undergraduate coursework, or the courses may be taken online from WCU prior to starting CM 650. Students must be admitted to the MCM program in order to enroll in any 500-level PM course.

The program leading to the Master of Construction Management degree requires 37 semester hours, consisting of the following six, 6-semester-hour courses and one, 1-semester-hour course, all of which are online and Web-based: CM 650, 651, 652, 654, 655, 657, and 659.

Master of Education in College Student Personnel Degree Program (M.Ed.)

The Master of Education in College Student Personnel Program is designed to prepare students to become student affairs professionals. Specifically, graduates will work in positions that promote the intellectual, social, emotional and personal development of college students. These professionals work with colleagues, faculty, administrators, and staff to provide college students with a wide array of services that enhance their educational and campus experiences. The program leading to the M.Ed. degree in college student personnel requires a 48 semester hours of graduate study, including:

Core Component Hours:39

- COUN 600 - Individual and Group Helping Skills Credits: 3
- CSP 530 - College Student Subcultures and Student Characteristics Credits: 3
- CSP 605 - Introduction to College Student Personnel Credits: 3
- CSP 611 - Organization and Administration of College Student Personnel Services Credits: 3
- CSP 621 - Theories of College Student Development Credits: 3
- CSP 630 - Legal Issues for College Student Personnel Credits: 3
- CSP 683 - Internship I Credits: 1-3, R6
- CSP 684 - Internship II Credits: 1-3, R6
- CSP 685 - Internship III Credits: 1-3, R6
- CSP 695 - Seminar in College Student Personnel Credits: 3
- EDCI 602 - Methods of Research Credits: 3
- EDHE 605 - The Two-Year College Credits: 3
- EDHE 650 - Program Development and Evaluation Credits: 3
- EDHE 710 - Administration of Two-Year Colleges Credits: 3

Guided Electives Hours:9

- COUN 615 - Multicultural Counseling Credits: 3
 - COUN 645 - Consultation and Collaboration Credits: 3
 - COUN 650 - Career Development Credits: 3
 - EDHE 531 - Foundations of Adult Education Credits: 3
 - EDL 611 - Managing Educational Organizations Credits: 3
 - EDSU 605 - Principles of Supervision Credits: 3
 - PSY 621 - Advanced Educational Psychology Credits: 3
 - SPED 620 - Education in a Diverse Society Credits: 3
- and other advisor-approved courses.

Degree Requirements for the Master of Education Degree

Applicants for the M.Ed. in College Student Personnel must have an average grade of B or higher as defined by the major department in upper-level undergraduate courses in the major.

The General Test of the Graduate Record Examination is required.

Three recommendations (forms are available from the Graduate School) from former instructors who are in a position to judge the applicant's aptitude for graduate study are required.

A written statement of professional goals and interest in the College Student Personnel program and a personal interview are required.

Master of Entrepreneurship Degree Program (M.E.)

The Master of Entrepreneurship program requires 30 semester hours consisting of ENT 601, 610, 620, 625, 630, 640, 650, 660, 670, and 675.

Admission Requirements: Applicants must present a minimum score of 400 on the Graduate Management Admission Test (GMAT), or an equivalent minimum score on the Graduate Records Examinations (GRE).

Course Listing

- ENT 625
- ENT 601 - Entrepreneurial Innovation I Credits: 3
- ENT 610 - Entrepreneurial Creation Credits: 3
- ENT 620 - Entrepreneurial Planning Credits: 3
- ENT 630 - Entrepreneurial Growth Credits: 3
- ENT 640 - Entrepreneurial Funding Credits: 3
- ENT 650 - Mezzanine Funding Credits: 3
- ENT 660 - Entrepreneurial Leadership Credits: 3
- ENT 670 - Entrepreneurial Strategy Credits: 3
- ENT 675 - Entrepreneurial Research Credits: 3

Master of Fine Arts in Fine Arts (M.F.A.)

The M.F.A. in Fine Arts is a 60-hour terminal degree program offering the highest level of instruction in the visual arts. This program offers three different concentrations: (A) Two Dimensional Studio, including painting, drawing, and printmaking; (B) Three Dimensional Studio, including sculpture and ceramics; (C) Integrated Media Studio, including video, film, photography, design, book arts and experimental media. In addition to the 30 semester hours, of professional studio courses, students are required to take 9 hours of contemporary issues seminar, 3 hours of community service, and 6 hours of thesis/exhibition. The faculty will consist of permanent full-time members of Western Carolina University and nationally/ internationally recognized visiting artists and critics.

Master of Health Sciences Degree Program (M.H.S.)

The Master of Health Sciences degree program requires a minimum of 36 semester hours of approved graduate coursework. The curriculum is composed of four parts: (1) core courses; (2) specialization concentrations in education, environmental health, gerontology, management, and nutrition; (3) guided electives; and (4) completion options of a thesis or a project.

Applicants must own or have access to a personal computer and printer with at least: Windows 2000 or XP (or MAC OS 9.0) operating system, 266 MHz processor, CD-ROM drive (8X or higher), 33.6 or 56K Modem or better, Microsoft Word processing, and an Internet service provider account.

Core Courses (9 hours)

- MHS 510 - Systems and Policy in Health Care Credits: 3
- MHS 675 - Research Methodology in the Health Sciences Credits: 3
- MHS 696 - Research Seminar in Health Sciences Credits: 3

Specialization Concentrations (18 hours)

Education Option

- ENVH 570 - Principles of Epidemiology Credits: 3
or approved electives
- MHS 530 - Continuing Education for Health Professionals Credits: 3
- MHS 532 - Principles of Clinical Education Credits: 3
- MHS 534 - Training and Development in Clinical Settings Credits: 3
- MHS 680 - Directed Independent Study in Health Sciences Credits: 1-3, R6
- MHS 693 - Special Topics in Health Sciences Credits: 3, R6

Environmental Health Option

- ENVH 570 - Principles of Epidemiology Credits: 3
- ENVH 575 - Environmental Program Administration Credits: 3
- ENVH 655 - Hazardous Materials and Waste Management Credits: 3
- ENVH 670 - Water Quality Credits: 3
- ENVH 671 - Environmental Regulation and Law Credits: 3
- ENVH 675 - Loss Control through Industrial Hygiene Credits: 3
- MHS 687 - Internship in Health Care Organizations Credits: 3
- MHS 693 - Special Topics in Health Sciences Credits: 3, R6
or approved electives

Gerontology Option

- GERN 510 - Healthy and Integrative Aging Credits: 3

Select 15 hours from the Following:

- CJ 593 - Special Topics in Criminal Justice Credits: 1-3, R9
- EDPY 693 - Topics in Education and Psychology Credits: 3, R6
- GERN 680 - Independent Study Credits: 1-3, R9
or approved electives
- GERN 693 - Topics Credits: 1-3, R9
- ND 693 - Topics in Nutrition and Food Science Credits: 1-3, R9
- NSG 693 - Topics in Nursing Credits: 1-4, R12
- PAR 593 - Topics in Philosophy and Religion Credits: 1-3, R6
- PRM 593 - Topics in Parks and Recreation Management Credits: 1-3, R6
- PSY 526 - Death and Dying Credits: 3

Management Option

- MHS 562 - Leadership Strategies for Health Care Organizations Credits: 3
- MHS 564 - Cost Containment/Productivity Management in Healthcare Organizations Credits: 3
- MHS 664 - The Legal Environment of Healthcare Credits: 3
- MHS 665 - Quality Performance in Health Care Organizations Credits: 3
- MHS 668 - Health Care Informatics Credits: 3
- MHS 680 - Directed Independent Study in Health Sciences Credits: 1-3, R6
- MHS 693 - Special Topics in Health Sciences Credits: 3, R6
or approved electives

Nutrition Option

- MHS 680 - Directed Independent Study in Health Sciences Credits: 1-3, R6
or approved electives
- ND 533 - Research Methods in Nutrition Credits: 3
- ND 630 - Nutrition Throughout the Life Cycle Credits: 3
- ND 635 - Nutrition Education Credits: 3
- ND 636 - Protein, Carbohydrates, and Lipids Credits: 3
- ND 637 - Advanced Diet Therapy Credits: 3
- ND 639 - Vitamins and Minerals Credits: 3
- ND 681 - Practicum in Clinical Dietetics Credits: 3, R6
- ND 682 - Practicum in Administrative Dietetics Credits: 3, R6
- ND 683 - Practicum in Community Dietetics Credits: 3
- ND 693 - Topics in Nutrition and Food Science Credits: 1-3, R9
- ND 695 - Advanced Nutrition Seminar Credits: 1, R2

Guided Electives Hours:3

Completion Options (6 hours)

- MHS 698 - Project in Health Sciences Credits: 3, R6
and approved elective 6 hours.
- MHS 699 - Thesis Credits: 3, R12
(6 hours)

Option for Dietetic Internship

Graduate Coursework (12 hours)

- ND 681 - Practicum in Clinical Dietetics Credits: 3, R6
- ND 682 - Practicum in Administrative Dietetics Credits: 3, R6
- ND 683 - Practicum in Community Dietetics Credits: 3

American Dietetic Association

Completion of the option enables the student to take the American Dietetic Association registration examination and thus become a Registered Dietitian. The coursework includes 1,125 hours of onsite clinical experience. Students in this option will incur some costs (i.e., liability insurance, travel to clinical sites, uniforms) in addition to the regular graduate fees. Students wishing to complete this option must apply for admission to the option and submit a verification statement of completion of an ADA-approved Didactic Program in Dietetics.

Master of Music (M.M.)

The program for the M.M. degree in applied music requires a minimum of 32 semester hours of graduate course work, including:

Core Music Courses Hours:10

- MUS 601 - Writing About Music Credits: 1

Three of the Following:

- MUS 520 - Studies in Music Literature Credits: 3, R9
- MUS 525 - Twentieth-Century Music Credits: 3
- MUS 621 - History of Musical Theory Credits: 3
- MUS 622 - Influences of Folk Traditions on Western Art Music Credits: 3

Area of Concentration Hours:13

- MUS 605 - Graduate Recital Credits: 1
- MUS 675 - Ensemble Credits: 1, R6

8 hours from the Following

- MUS 612 - Applied Major Credits: 2, R8
- MUS 613 - Applied Major Credits: 3, R9
- MUS 614 - Applied Conducting Credits: 1, R4
- MUS 615 - Applied Composition Credits: 2, R8

Three Additional Hours of:

- MUS 675 - Ensemble Credits: 1, R6
- or
- MUS 680 - Independent Study Credits: 1, R6

Electives (9 hours)

9 hours, of which up to 6 hours may be outside the music department, approved by the advisor.

Requirements

Successful completion of a public lecture/recital (MUS 605) is required of all master's candidates, as is satisfactory performance on a combined written and oral comprehensive examination. A thesis is optional.

Master of Physical Therapy Degree Program (M.P.T.)

The Master of Physical Therapy degree program requires a minimum of 78 semester hours of approved coursework, including full-time clinical internships. The curriculum consists of basic sciences, physical therapy sciences, scientific inquiry, clinical logic, and clinical internship sequences. Completion of the following coursework and successful performance on a comprehensive examination are required for graduation.

Year One

Fall Semester

- PT 611 - Physical Therapy Science I Credits: 3
- PT 621 - Human Anatomy I Credits: 3
- PT 623 - Functional Human Anatomy I Credits: 4
- PT 631 - Human Physiology I Credits: 2
- PT 641 - Scientific Inquiry I Credits: 2

Spring Semester

- PT 612 - Physical Therapy Science II Credits: 3
- PT 622 - Human Anatomy II Credits: 3
- PT 624 - Functional Human Anatomy II Credits: 4
- PT 632 - Human Physiology II Credits: 2
- PT 642 - Scientific Inquiry II Credits: 2
- PT 683 - Experiential Professional Activities I Credits: 2

Summer School

- PT 613 - Physical Therapy Science III Credits: 4
- PT 651 - Clinical Logic I Credits: 3
- PT 655 - Management and Supervision Credits: 3

Year Two

Fall Semester

- PT 614 - Physical Therapy Science IV Credits: 4
- PT 643 - Scientific Inquiry III Credits: 1-3
- PT 652 - Clinical Logic II Credits: 3
- PT 660 - Neuroscience Credits: 1

- PT 684 - Experiential Professional Activities II Credits: 2
- PT 693 - Topics in Physical Therapy Credits: 1-3, R9

Spring Semester

- PT 615 - Physical Therapy Science V Credits: 4
- PT 643 - Scientific Inquiry III Credits: 1-3
- PT 653 - Clinical Logic III Credits: 3
- PT 661 - Motor Behavior Credits: 1
- PT 693 - Topics in Physical Therapy Credits: 1-3, R9
- PT 783 - Experiential Professional Activities III Credits: 3

Summer School

- PT 720 - Program Assessment Credits: 1
- PT 784 - Experiential Professional Activities IV Credits: 10

Master of Project Management Degree Program (M.P.M.)

The program leading to the Master of Project Management degree requires 36 semester hours, consisting of the following six, 6 semester-hour courses, all of which are online and Web-based: PM 650, 652, 654, 656, 658, and 660.

Master of Public Affairs Degree Program (M.P.A.)

The Master of Public Affairs degree program is designed for in-service students who possess professional experience and seek additional education to prepare for career advancement. It is also designed for preservice students planning careers in the public service area. The program requires a minimum of 36 semester hours, including:

Public Affairs Core (18 hours)

- PA 669 - Legal Issues in Public Affairs Credits: 3
- PA 670 - Public Affairs Administration Credits: 3
- PA 671 - Budgetary Processes Credits: 3
- PA 672 - Public Organizational Theory Credits: 3
- PA 673 - Public Policy Analysis Credits: 3
- PA 674 - Research Methods for Public Affairs Credits: 3

Program Electives (6 hours)

selected from:

- PA 571 - Government–Business Relations Credits: 3
- PA 572 - Public Policy Formulation Credits: 3
- PA 675 - State and Local Governance Credits: 3
- PA 676 - Government and Press Relations Credits: 3
- PSC 521 - Political and Organizational Leadership Credits: 3

- PSC 593 - Contemporary Political Systems Credits: 3, R6
- PSC 595 - Seminar: American Political System Credits: 3

Professional Electives (9 hours)

Selected with advisor's approval from graduate courses pertinent to the individual's career field.

Criminal Justice Concentration (12 hours)

One of these courses may be counted as a program elective by students in the CJ concentration who are required to complete a 6 semester hour internship.

- CJ 620 - Criminal Justice Administration Credits: 3
 - CJ 650 - Criminal Justice/Criminological Theory Credits: 3
 - CJ 670 - Criminal Justice Policy Credits: 3
 - CJ 675 - Ethics in Criminal Justice Credits: 3
- or appropriate CJ courses as approved by the advisor

Requirements

Students without public service experience will be required to complete a 3 hour internship (PA 685) and submit an internship report based on faculty guidelines. Students with public service experience will be required to take an additional 3 hours of coursework selected from program electives and professional electives instead of an internship.

Students will be required to take a written examination covering all core coursework prior to graduation. The written examination will be taken toward the end of the program after all core courses have been completed. It may be taken during the last semester of coursework, if the student is not in the process of taking a core course. The written examination will be divided into two areas as follows:

Public Affairs General Perspectives

- PA 670 - Public Affairs Administration Credits: 3
- PA 672 - Public Organizational Theory Credits: 3
- PA 673 - Public Policy Analysis Credits: 3

Budgeting, Statistics, and Metropolitan Government

- PA 671 - Budgetary Processes Credits: 3
- PA 674 - Research Methods for Public Affairs Credits: 3
- PA 675 - State and Local Governance Credits: 3

Master of School Administration Degree Program (M.S.A.)

The program leading to the Master of School Administration degree requires the completion of 42 semester hours. The curriculum is divided into four areas as follows:

Professional Knowledge and Skills Core (12 hours)

- EDCI 612 - Principles and Application of Educational Research Methods and Analysis Credits: 3
- EDCI 615 - Philosophy, History, and Sociology of Education Credits: 3
- EDL 620 - Legal and Ethical Foundations of Public Education Credits: 3
- PSY 621 - Advanced Educational Psychology Credits: 3

School-Site Management Core (9-12 hours)

Students who take 9 hours in this core will take 15 hours in the Instructional Leadership Core.

- EDL 611 - Managing Educational Organizations Credits: 3
- EDL 660 - School-Community Relations Credits: 3
- EDSU 630 - School Improvement Credits: 3

Option of One Elective Course:

Recommendations include:

- EDL 650
- COUN 600 - Individual and Group Helping Skills Credits: 3
- EDL 732 - Leadership in the Integration of Educational Technology Credits: 3
- ELMG 566 - Computers in Education Credits: 3
- ELMG 666 - Projects in Educational Computing Credits: 3

Instructional Leadership Core (12-15 hours)

Students who take 15 hours in this core will take 9 hours in the School-site Management Core.

- EDCI 609
- EDL 612 - School-based Curriculum and Instructional Leadership Credits: 3
- EDSU 605 - Principles of Supervision Credits: 3

Up to 2 Electives

Recommendations include:

- EDCI 613 - The Teacher Leader Credits: 3
- SPED 502 - Current Issues in Special Education Credits: 3
- SPED 620 - Education in a Diverse Society Credits: 3

Internship (6 hours)

Part-Time Students

- EDL 685 - Internship Orientation Credits: 1
- EDL 686 - School-Site Internship I Credits: 2-3
(2 s.h. option)
- EDL 687 - School-Site Internship II Credits: 3

Full-Time Students

- EDL 686 - School-Site Internship I Credits: 2-3
(3 semester option)
- EDL 687 - School-Site Internship II Credits: 3

Recommendations and Requirements

The faculty recommends that students complete EDCI 612 within the first nine semester hours of the program. Students may not register for internship courses without the permission of their advisor.

Students will maintain a portfolio throughout their experience in the program. Prior to graduation, portfolios will be evaluated to validate attainment of program goals.

Successful completion of the program and requirements related to licensure will qualify students to apply for an Administrator I license in the state of North Carolina. Conditions for licensure are determined by the North Carolina State Board of Education.

Applied Mathematics

The program for the MS degree in applied mathematics requires a minimum of 30 semester hours including:

Required Courses (15 hours)

- MATH 622 - Introduction to Functional Analysis Credits: 3
- MATH 632 - Methods of Applied Mathematics Credits: 3
- MATH 661 - Applied Algebra Credits: 3
- MATH 672 - Design of Experiments Credits: 3

Either

- MATH 640 - Numerical Analysis Credits: 3
or

One Course Selected From (3 hours)

- MATH 624 - Complex Analysis Credits: 3
- MATH 634 - Partial Differential Equations and Boundary Value Problems Credits: 3
- MATH 670 - Advanced Statistical Theory Credits: 3
- MATH 693 - Topics in Mathematics Credits: 1-6, R6

Or if not Included Above:

- MATH 640 - Numerical Analysis Credits: 3
or

Electives (12 hours)

12 hours, to include no more than 6 hours of master's thesis; any 500 or 600-level course except MATH 601, 602, 603, 610, 694; and no more than 6 hours from the sciences, approved by the Department of Mathematics.

Thesis

Students who elect to write a thesis must pass an oral examination in defense of the thesis. Students who elect the non-thesis option must complete 1 hour of:

- MATH 679 - Master's Project Course Credits: 1

Biochemistry Program

The Department of Biology and the Department of Chemistry and Physics jointly offer a special program in biochemistry designed to prepare graduate students for study toward Ph.D. degrees at other universities.

Biology

The program for the M.S. degree in biology requires a minimum of 30 semester hours of graduate study, including a 3 to 6-hour thesis. An oral defense of the thesis is required, as well as a comprehensive written exam.

Chemistry

The program for the MS degree in chemistry requires a minimum of 30 semester hours of graduate study, including a thesis as specified by the Department of Chemistry and Physics. An oral defense of the thesis is required.

Required courses: 2 hours of CHEM 696, 6 hours of CHEM 698, 3 hours of CHEM 699, and 19 semester hours in at least three areas of chemistry approved by the student's research advisory committee. At least one half of the coursework must be from those courses numbered 600 or above.

Required Courses

At least one half of the coursework must be from those courses numbered 600 or above.

- 19 semester hours in at least three areas of chemistry approved by the student's research advisory committee
2 hours of
- CHEM 696 - Seminar in Chemistry Credits: 1, R3
6 hours of
- CHEM 698 - Research in Chemistry Credits: 3, R15
3 hours of
- CHEM 699 - Thesis Credits: 3, R9

Environmental Chemistry Concentration

The program for the M.S. in Chemistry with an Environmental Chemistry concentration requires a minimum of 30 semester hours of graduate study, including an environmentally related thesis as specified by the Department of Chemistry and Physics.

Required Courses

- 6 hours of environmentally related courses; and
- 9 hours of electives approved by the student's thesis research advisory committee.
- CHEM 561 - Environmental Chemistry Credits: 3
(4 hours)
2 hours of
- CHEM 696 - Seminar in Chemistry Credits: 1, R3
6 hours of
- CHEM 698 - Research in Chemistry Credits: 3, R15
3 hours of
- CHEM 699 - Thesis Credits: 3, R9

Communication Sciences and Disorders

The program leading to the M.S. degree in communication sciences and disorders requires a minimum of 60 hours of graduate study, including completion of a series of supervised clinical internships totaling no less than 350 hours. Experiences will be obtained at on-campus and off-campus locations. The program is designed to meet the needs of students who wish to work in schools and other professional settings. The program adheres to the academic and clinical education requirements set by the American Speech-Language-Hearing Association, the North Carolina Board of Examiners for Speech and Language Pathologists and Audiologists, and the North Carolina State Department of Public Instruction. The completed program entitles the graduate to Advanced Licensure in the state of North Carolina.

Course Requirements

- CSD 620 - Infant Toddler Communication Credits: 3
- CSD 630 - Professional Issues in Communication Sciences and Disorders Credits: 3
- CSD 640 - Voice Disorders Credits: 3
- CSD 642 - Research in Communication Disorders Credits: 3
- CSD 648 - Language Disorders - School Age Credits: 3
- CSD 662 - Articulation and Phonological Disorders Credits: 3
- CSD 668 - Language Disorders—Preschool Credits: 3
- CSD 670 - Fluency Disorders Credits: 3
- CSD 672 - Language Disorders in Adults Credits: 3
- CSD 673 - Neurogenic Speech Disorders Credits: 3
- CSD 677 - Dysphagia Credits: 3
- CSD 678 - AAC Assessment and Intervention Credits: 3

Electives

- three 3-hour guided electives in communication sciences and disorders.
The three 3-hour guided electives in communication sciences and disorders can include one of the following two options:

1. Master's Project

- 3 hours of CSD 798 (Master's project) in which they must complete comprehensive exams

- two other elective offerings

2. Thesis

- two other elective offerings
3 hours of
- CSD 699 - Thesis Credits: 3, R6

Clinical Practicum in Communication Sciences and Disorders

Enrollment in Clinical Practicum in Communication Sciences and Disorders (below) is required each semester and must total no less than 15 credit hours.

- CSD 683 - Clinical Practicum Credits: 1-3, R15

Required If Not Previously Completed

The following courses or their equivalent are required (if not completed previously at the bachelor's level): CSD 301, 370, 372, 380, 450, 470, 473, 477, 478, and 479.

Community Counseling

The program leading to the M.S. degree in community counseling requires a minimum of 60 semester hours of graduate study.

Professional Core (30 hours)

- COUN 605 - The Helping Relationship Credits: 3
- COUN 610 - Family Counseling Credits: 3
- COUN 615 - Multicultural Counseling Credits: 3
- COUN 625 - Counseling: Developmental Perspectives Credits: 3
- COUN 630 - Theories of Counseling Credits: 2
- COUN 631 - Techniques of Individual Counseling Credits: 1
- COUN 635 - Group Methods in Counseling Credits: 3
- COUN 640 - Measurement and Appraisal in Counseling Credits: 3
- COUN 650 - Career Development Credits: 3
- COUN 667 - The DSM and Effective Treatment Planning in Counseling Credits: 3
- COUN 670 - Research in Counseling Credits: 3

Specialty Requirements (30 hours)

- 9 hours guided electives
- COUN 602 - Professional and Ethical Issues in Counseling Credits: 3
- COUN 617 - Substance Abuse Counseling Credits: 3
- COUN 623 - Introduction to Community Counseling Credits: 3
- COUN 624 - Community Counseling Grant Writing and Program Management Credits: 3
- COUN 633 - Crisis Intervention Counseling Credits: 3

- COUN 686 - Practicum in Counseling Credits: 3
- COUN 687 - Internship in Counseling Credits: 3, R6

Cooperative Ph.D. Program with Bowman Gray School of Medicine

A cooperative graduate program between the Department of Biochemistry at Bowman Gray School of Medicine and WCU offers students a five-year plan leading to the Master of Science and Ph.D. degrees. Two years are spent at WCU and three years are spent at Bowman Gray.

Family and Consumer Sciences

The program leading to the M.S. degree in family and consumer sciences is on inactive status and no new students are being accepted.

Human Resources

The program leading to the MS degree in human resources requires a minimum of 36 semester hours including:

Professional Core (18 hours)

- HR 602 - Human Resources Research and Evaluation Methods Credits: 3
- HR 605 - Orientation to Human Resources Credits: 3
- HR 610 - Human Resource Development Credits: 3
- HR 645 - Consultation in Human Resources Credits: 3
- HR 683 - Field Experience in Human Resources Credits: 3
- HR 698 - Seminar in Human Resources Credits: 3

Additional Courses (18 hours)

18 hours selected from the following course or courses approved by the student's advisor.

- HR 611 - E-Learning Credits: 3
- HR 612 - Instructional Design Credits: 3
- HR 615 - Organization Development Credits: 3
- HR 616 - Web Publishing Credits: 3
- HR 617 - Organization Performance Credits: 3
- HR 619 - Assessment Methods in Human Resources Credits: 3
- HR 620 - The Design and Use of Instructional Gaming Simulations Credits: 3
- HR 660 - Career Development/Management Systems Credits: 3
- HR 675 - Leadership in Human Resources Credits: 3
- HR 676 - Guided Projects in Organization Performance Credits: 3
- HR 677 - Advanced Web Publishing Credits: 3
- HR 678 - Guided Projects in E-Learning Credits: 3
- HR 693 - Selected Topics in Human Resources Credits: 3, R6

Examination

Successful performance on a comprehensive examination, either written or oral as determined by the department, is required upon the completion of all course work or during the semester in which all coursework will be completed.

M.S. in Chemistry—Four Plus One

The program for the M.S. degree in Chemistry requires a minimum of 30 semester hours of graduate study, including a thesis as specified by the Department of Chemistry and Physics. An oral defense of the thesis is required.

Required Courses

- 19 semester hours in at least 3 areas of chemistry approved by the student's thesis research advisory committee
2 hours of
- CHEM 696 - Seminar in Chemistry Credits: 1, R3
6 hours of
- CHEM 698 - Research in Chemistry Credits: 3, R15
3 hours of
- CHEM 699 - Thesis Credits: 3, R9

M.S. in Mathematics or Applied Mathematics—Four Plus One:

The B.S./M.S. degree program option in Mathematics or Applied Mathematics allows an outstanding student to complete the requirements for both degrees in a period of 5 years.

Guidelines:

Students in the B.S. program in Mathematics who have:

- Completed a minimum of seventy-five (75) and a maximum of ninety-six (96) credit hours in their undergraduate programs, including credits earned from advanced placement, and
- Have a minimum accumulated grade point average (GPA) of 3.25 at WCU.

may apply for admission to Graduate School and permission to have up to 12 credit hours of graduate level course work during their senior year count as advanced placement toward their MS degree. Such a request must be approved by both the Head of the Mathematics Department and the Director of the Graduate Program of the Mathematics Department. They in turn must recommend this course of action to the Graduate School. After the student receives the BS degree and completes admission requirements, he or she may be officially admitted into the MS degree program in Applied Mathematics. After admission to the master's program, the designated courses in which the student earned grades of B or better may be applied toward the requirements of that degree. These courses also count toward the 128 hours needed for the BS degree.

Science and Entrepreneurship (M.S.)

The program in Science and Entrepreneurship will provide students with the environment to gain experience analyzing technical ideas for feasibility and determining the associated business opportunity. The Master's of Science degree in Science and Entrepreneurship requires a minimum of 36 semester hours of graduate coursework consisting of:

Twelve hours of Science and Entrepreneurship (SAE) core courses:

- SAE 682 - Capstone Experience for the Master's of Science in Science and Entrepreneurship Credits: 3
- SAE 687 - Industrial Experiences Credits: 3, R6
- SAE 689 - Industrial Internship for the Masters of Science degree in Science and Entrepreneurship Credits: 3
- SAE 696 - Careers in Scientific Industry Seminar Credits: 3

Twelve hours of graduate coursework in entrepreneurship:

- ENT 610 - Entrepreneurial Creation Credits: 3
- ENT 620 - Entrepreneurial Planning Credits: 3
- ENT 630 - Entrepreneurial Growth Credits: 3
- ENT 640 - Entrepreneurial Funding Credits: 3

Twelve hours of graduate science coursework from available offerings including but not limited to:

- BIOL 517 - Biochemistry Credits: 3
- BIOL 567 - Biostatistics Credits: 3
- CHEM 541 - Advanced Organic Chemistry Credits: 3
- CHEM 542 - Introduction to Organic Polymers Credits: 3
- CHEM 561 - Environmental Chemistry Credits: 3
- CHEM 562 - Molecular Bioinformatics Credits: 3
- CHEM 563 - Molecular Biotechnology Credits: 3
- CHEM 564 - Genomics Credits: 3

Technology

Requirements for the M.S. degree in technology include a minimum of 30 semester hours distributed over core requirements, professional writing, support area, and applied electives.

Technology Core

- ET 570 - Telecommunications and Networking Systems Credits: 3
- ET 575 - Systems Integration and Management Credits: 3
- ET 603 - Applied Research Methods and Experimental Design Credits: 3
- ET 644 - Data Acquisitions, Systems Control and Biometrics Credits: 3

Directed Project

- ET 688 - Directed Project Credits: 1-3, R6

Professional Writing

- ENGL 501 - Writing for Careers Credits: 3

Support Areas (9 hours)

Management:

- ECON 607 - Managerial Economics Credits: 3
- FIN 601 - Financial Management Credits: 3
- MGT 605 - Organizational Behavior and Analysis Credits: 3
- MGT 606 - Quantitative Analysis for Business Credits: 3
- MGT 608 - Human Resource Administration Credits: 3
- MGT 611 - Production and Operation Management Credits: 3

Applied Electives (9 hours)

9 hours selected from:

- approved electives by the program advisor
- ET 510 - Advanced Parametric Modeling and Prototyping Credits: 3
- ET 521 - Ergonomics Credits: 3
- ET 522 - Advanced Polymer Technology Credits: 3
- ET 524 - Facilities Management and Maintenance Credits: 3
- ET 534 - Facilities Layout Credits: 3
- ET 536 - Engineering Economic Analysis Credits: 3
- ET 593 - Topics in Engineering Technology Credits: 1-3, R6
- ET 642 - Automation Systems Credits: 3
- ET 648 - Manufacturing Research and Analysis Credits: 3
- ET 680 - Independent Study Credits: 3, R6
- ET 695 - Seminar in Engineering Technology Credits: 1-3, R6

Examination

Successful performance on a comprehensive examination, written and/or oral as determined by the department is also required.

Master of Science in Nursing (M.S.N.) Nurse Anesthesia

The Nurse Anesthesia Program will provide students with academic and clinical experiences that lead to a MSN degree. The 28 month program is full-time and requires a minimum of 66 course credits. New classes will be admitted in January of each year for the spring semester. The program will require travel to assigned clinical facilities in Western North Carolina including weekend and call rotations. A written comprehensive exam will be required during

the final semester. The research requirement is a two-hour project that is to be completed during the final semesters of the program. Students selecting the thesis option will be exempt from the research project requirement.

MSN Core (11-12 hours)

- NSG 510 - Theory for Advanced Practice Nursing Credits: 2
- NSG 511 - Research for Advanced Practice Nursing Credits: 3
- NSG 516 - Economics and Organization of Health Care Credits: 2
- NSG 679 - Research Project Credits: 1-2, R6
- NSG 699 - Thesis Credits: 1-3, R6

CRNA Core (55 Hours)

- NSG 602 - Advanced Diagnostics and Physical Assessment Credits: 2
- NSG 618 - Survey of Pharmacotherapeutics Credits: (3)
- NSG 630 - Advanced Physiology for Nurse Anesthetists Credits: 3
- NSG 631 - Pathophysiology for Nurse Anesthetists Credits: 3
- NSG 632 - Pathophysiology for Nurse Anesthetists II Credits: 3
- NSG 640 - Basic Principles of Anesthesia Credits: 3
- NSG 641 - Advanced Principles of Anesthesia I Credits: 2
- NSG 642 - Advanced Principles of Anesthesia II Credits: 2
- NSG 643 - Advanced Principles of Anesthesia III Credits: 2
- NSG 661 - Anesthesia Pharmacology I Credits: 3
- NSG 662 - Anesthesia Pharmacology II Credits: 3
- NSG 672 - Nurse Anesthesia Review Credits: 3
- NSG 688 - Clinical Anesthesia Practicum I Credits: 1-4, R11
- NSG 689 - Clinical Anesthesia Practicum II Credits: 1-4, R12

Nursing Anesthesia (CRNA) Post-Graduate Certificate

The Post-Master's Certificate is for students who have earned a MSN degree. The 28 month program is full-time and requires a minimum of 59 course credits. New classes will be admitted in January of each year for the spring semester. The program will require travel to assigned clinical facilities in Western North Carolina including weekend and call rotations. A written comprehensive exam will be required during the final semester. The research requirement is a two-hour project that is to be completed during the final semesters of the program. Students selecting the thesis option will be exempt from the research project requirement.

MSN Core (4 hours)

- NSG 501 - Advanced Practice Nursing: Roles and Professional Issues Credits: 2
- NSG 516 - Economics and Organization of Health Care Credits: 2

CRNA Core (55 Hours)

- NSG 602 - Advanced Diagnostics and Physical Assessment Credits: 2
- NSG 618 - Survey of Pharmacotherapeutics Credits: (3)

- NSG 630 - Advanced Physiology for Nurse Anesthetists Credits: 3
- NSG 631 - Pathophysiology for Nurse Anesthetists Credits: 3
- NSG 632 - Pathophysiology for Nurse Anesthetists II Credits: 3
- NSG 640 - Basic Principles of Anesthesia Credits: 3
- NSG 641 - Advanced Principles of Anesthesia I Credits: 2
- NSG 642 - Advanced Principles of Anesthesia II Credits: 2
- NSG 643 - Advanced Principles of Anesthesia III Credits: 2
- NSG 661 - Anesthesia Pharmacology I Credits: 3
- NSG 662 - Anesthesia Pharmacology II Credits: 3
- NSG 672 - Nurse Anesthesia Review Credits: 3
- NSG 688 - Clinical Anesthesia Practicum I Credits: 1-4, R11
- NSG 689 - Clinical Anesthesia Practicum II Credits: 1-4, R12

Master of Science in Nursing (M.S.N.) Nurse Educator

The Master of Science degree in Nursing (M.S.N.), Nurse Educator, prepares nurses in an advanced practice role with competency in one of three educational areas: academic educator, staff educator, or patient educator. The three-year program requires 38 to 39 semester hours of graduate course work including a 3 credit hour practicum. The total number of required hours depends on whether the thesis option is selected. A written comprehensive exam will be required during the final semester. The research requirement is a two-hour project that is to be completed during the final semesters of the program. Students selecting the thesis option will be exempt from the research project requirement.

MSN Core (17-18 hours)

- NSG 501 - Advanced Practice Nursing: Roles and Professional Issues Credits: 2
- NSG 510 - Theory for Advanced Practice Nursing Credits: 2
- NSG 511 - Research for Advanced Practice Nursing Credits: 3
- NSG 516 - Economics and Organization of Health Care Credits: 2
- NSG 517 - Pathophysiology for the Advanced Practice Nurse Credits: 3
- NSG 623 - Advanced Health/Physical Assessment Credits: 3
- NSG 679 - Research Project Credits: 1-2, R6
- or
- NSG 699 - Thesis Credits: 1-3, R6

NE Core (9 hours)

- NSG 651 - Teaching/Learning in Nursing Education Credits: 3
- NSG 652 - Curriculum Development Credits: 3
- NSG 687 - Practicum in Nursing Education Credits: 3
(180 clock hours)

NE Cognates (9 hours)

- EDCI 609 - Test/Management Credits: 3
- MHS 530 - Continuing Education for Health Professionals Credits: 3
- MHS 668 - Health Care Informatics Credits: 3

Electives (3-4 hours)

- NSG 624 - Family Health Promotion in the Rural Community Credits: 2
- NSG 671 - Social and Behavioral Health Problems Credits: 2
- NSG 673 - FNP II: Reproductive Health and the Childbearing Family Credits: 3
- NSG 674 - FNP III: Primary Care of Children and Adolescents Credits: 3
- NSG 675 - FNP IV: Primary Care of Adults and Elderly Adults and Selected Chronic Health Problems Across the Lifespan Credits: 3
- PSY 621 - Advanced Educational Psychology Credits: 3

Master of Science in Nursing Degree Program (MSN)

The Master of Science degree in Nursing (M.S.N.), Family Nurse Practitioner, prepares nurses in an advanced practice role with competencies in family health promotion and clinical management of common conditions across the life span. The three-year program requires 49 to 53 semester hours of graduate course work including 720 clinical hours. The total number of required hours depends on whether the thesis option is selected. A written comprehensive exam will be required during the final semester. The research requirement is a two-hour clinical project that is to be completed during the final semesters of the program. Students selecting the thesis option will be exempt from the research project requirement.

MSN Core (17-18 hours)

- NSG 501 - Advanced Practice Nursing: Roles and Professional Issues Credits: 2
- NSG 510 - Theory for Advanced Practice Nursing Credits: 2
- NSG 511 - Research for Advanced Practice Nursing Credits: 3
- NSG 516 - Economics and Organization of Health Care Credits: 2
- NSG 517 - Pathophysiology for the Advanced Practice Nurse Credits: 3
- NSG 623 - Advanced Health/Physical Assessment Credits: 3
- NSG 679 - Research Project Credits: 1-2, R6
- or
- NSG 699 - Thesis Credits: 1-3, R6

FNP Core (22 hours)

- NSG 625 - Clinical Management I Credits: 1
- NSG 673 - FNP II: Reproductive Health and the Childbearing Family Credits: 3
- NSG 674 - FNP III: Primary Care of Children and Adolescents Credits: 3
- NSG 675 - FNP IV: Primary Care of Adults and Elderly Adults and Selected Chronic Health Problems Across the Lifespan Credits: 3
- NSG 683 - FNP II: Clinical Management Credits: 2
- NSG 684 - FNP III: Clinical Management Credits: 3
- NSG 685 - FNP IV: Clinical Management Credits: 3
- NSG 686 - FNP V: Primary Care Clinical Practicum Credits: 4

FNP Cognates (10 hours)

- NSG 624 - Family Health Promotion in the Rural Community Credits: 2
- NSG 627 - Advanced Practice Nursing: Diagnostics and Procedures Credits: 2
- NSG 671 - Social and Behavioral Health Problems Credits: 2

Master of Science in Sport Management

The Master of Science in Sport Management requires successful completion of a minimum of 36 semester hours of graduate course work, including:

Core courses (18 hours):

- PE 615 - Legal Issues in Human Performance Credits: 3
- PE 621 - Research in Health and Human Performance Credits: 3
- SM 620 - Sport Administration Credits: 3
- SM 623 - Philosophical Foundations of Sport Credits: 3
- SM 630 - Economic and Financial Aspects of Sport Credits: 3
- SM 640 - Sport Marketing Credits: 3

Elective Courses (9 hours):

Select three from:

- ACCT 605 - Accounting Theory and Practice I Credits: 3
- ACCT 651 - Managerial Accounting Credits: 3
- CIS 605 - Managerial Communication Credits: 3
- CIS 651 - Information Systems for Competitive Advantage Credits: 3
- CIS 662 - Database Management Systems Credits: 3
- ENGL 501 - Writing for Careers Credits: 3
- ENT 601 - Entrepreneurial Innovation I Credits: 3
- HR 610 - Human Resource Development Credits: 3
- MATH 570 - Statistical Theory II Credits: 3
- MATH 672 - Design of Experiments Credits: 3
- MGT 605 - Organizational Behavior and Analysis Credits: 3
- MGT 606 - Quantitative Analysis for Business Credits: 3
- MGT 608 - Human Resource Administration Credits: 3
- MGT 609 - The Collective Bargaining Process Credits: 3
- MKT 601 - Marketing Management Credits: 3
- MKT 602 - Marketing Research Credits: 3
- MKT 603 - Consumer Behavior Credits: 3
- PE 675 - Issues in Intramurals and Athletics Credits: 3
- SM 650 - Event and Facility Management Credits: 3
- SM 660 - Sport Governance Credits: 3
- SM 670 - Media and Public Relations in Sport Credits: 3

Practicum or Thesis option (9 hours):

Practicum option: SM 683 (9 hours) **or** Thesis Option: PE 699 (9 hours).

Practicum option (9 hours): Non-thesis degree designed for students who do not intend to continue graduate studies beyond the master's level. Requires a minimum of 27 hours of approved coursework and the successful completion of a Practicum.

Thesis option (9 hours): Designed for students who either intend on continuing graduate studies beyond the master's level or intend on performing research activities. Requires a minimum of 27 hours of approved coursework and the successful completion of an oral defense of a thesis.

Additional requirements:

Upon successful completion of all coursework, graduate candidates must pass a comprehensive written exam covering all core courses. Students must also take any courses that are considered prerequisites for required or elective courses.

Applicants for the Master of Science in Sport Management degree must have an average grade of "B" or higher as defined by the major department in upper-level undergraduate courses in their undergraduate major. A minimum percentile score of 25 on all three sections of the General Test of the Graduate Record Examination is required for applicants.

Each applicant must submit a letter of intent and three letters of recommendation with at least two from former instructors who are in a position to judge the applicant's aptitude for graduate study. Upon completion of the admissions procedures, potential students will be contacted for an interview.

Nurse Educator (NE) Post-Graduate Certificate Program

The Nurse Educator post-graduate certificate is available for those students who have earned a Master of Science in Nursing (M.S.N.) degree or those with a Masters degree in a related discipline. The postgraduate certificate program requires 18 semester hours of study and can be completed in four semesters. The courses required for the NE Certificate are:

NE Core (9 hours)

- NSG 651 - Teaching/Learning in Nursing Education Credits: 3
- NSG 652 - Curriculum Development Credits: 3
- NSG 687 - Practicum in Nursing Education Credits: 3
(180 clock hours)

NE Cognate (9 hours)

- EDCI 609 - Test/Management Credits:3
- MHS 530 - Continuing Education for Health Professionals Credits: 3
- MHS 668 - Health Care Informatics Credits: 3

Master of Social Work

Master of Social Work Degree Program (M.S.W.)

The Master of Social Work degree program prepares graduates for advanced generalist practice as social work practitioners, consultants, supervisors, administrators, and other leadership roles in their communities. The two-year program requires 60-66 hours of graduate coursework including 960 field practicum hours. The total number of required hours depends on whether the student qualifies to take and successfully pass waiver exams for SOCW 534 and 535. Completion of the following coursework and successful performance in the field practicum are required for graduation.

Year One:

Fall Semester:

- SOCW 504 - Diversity Credits: 3
- SOCW 534 - Stages of Human Development Credits: 3
- SOCW 551 - Social Policy Credits: 3
- SOCW 553 - Foundations of Social Work Practice Credits: 3
- SOCW 562 - Generalist Practice: Individuals and Families Credits: 3

Spring Semester:

SOCW Elective Credits: 3

- SOCW 535 - Research Methods Credits: 3
- SOCW 564 - Generalist Practice: Communities and Organization Credits: 3
- SOCW 586 - Foundations Field Practicum Credits: 6

Year Two:

Fall Semester:

SOCW Elective Credits: 3

- SOCW 635 - Program Evaluation Credits: 3
- SOCW 673 - Rural Community Advocacy Credits: 3
- SOCW 686 - Advanced Field Practicum I Credits: 9

Spring Semester

SOCW Elective Credits: 3

- SOCW 627 - Advanced Social Work Practice With Families Credits: 3
- SOCW 664 - Management in Human Service Organizations Credits: 3
- SOCW 687 - Advanced Field Practicum II Credits: 9

Applied Electives:

- SOCW 510 - Social Work With Groups Credits: 3
 - SOCW 515 - Social Work and Mental Health Credits: (3)
 - SOCW 520 - Addictions Credits: 3
 - SOCW 526 - Child Welfare Credits: 3
 - SOCW 529 - Social Work With Older Adults Credits: 3
 - SOCW 682 - Research Project in Social Work Credits: 3, R6
- Other advisor-approved courses

Course Descriptions

ACCT 551 - Financial Accounting Concepts and Standards I

Concepts and standards for external financial reporting emphasizing financial statements and in-depth coverage of cash, receivables, inventory, property, plant and equipment, and revenue recognition.

Credits: (3)

ACCT 552 - Financial Accounting Concepts and Standards II

Concepts and standards for external financial reporting emphasizing financial statements and in-depth coverage of liabilities, owner's equity, pensions, leases, accounting for income taxes and investments.

Prerequisites & Notes

PREQ: 511 or equivalent.

Credits: (3)

ACCT 601 - Financial Analysis

Concepts of financial and industry analysis with emphasis on evaluation of corporate performance and financial strength.

Credits: 3

ACCT 605 - Accounting Theory and Practice I

Conceptual framework of financial accounting, cash flows, financial statements, cash, receivables, inventories, property, plant, and equipment, intangibles, revenue recognition.

Prerequisites & Notes

PREQ: 275 or equivalent.

Credits: 3

ACCT 615 - Accounting Theory and Practice II

Liabilities, stockholders' equity, investments, income taxes, pensions, leases, accounting changes, and disclosure issues.

Prerequisites & Notes

COREQ: 605.

Credits: 3

ACCT 616 - Accounting Theory and Practice III

Consolidated financial statements, international accounting, not-for-profit accounting, and advanced issues.

Prerequisites & Notes

PREQ: 615.

Credits: 3

ACCT 620 - Income Tax Theory and Applications

Federal income tax theory and research; corporations, partnerships, sub-S corporations, LLCs and LLPs, estates and trusts; advanced property transactions including tax deferred exchanges, conversions and recapture.

Prerequisites & Notes

PREQ: 355 or equivalent.

Credits: 3

ACCT 625 - Advanced Accounting Information Systems

Hands-on emphasis, including Accounting software comparison and selection, database theory and application, and web development. Current technology issues and impact on Accounting profession are covered.

Prerequisites & Notes

PREQ: Admission to the M.Ac., M.B.A., or M.P.M. program.

Credits: 3

ACCT 640 - Auditing

Standards and principles of internal and external auditing, regulatory agency promulgations, and application of the standards and principles to preparation of auditing opinion.

Prerequisites & Notes

PREQ: 615.

Credits: 3

ACCT 651 - Managerial Accounting

Concepts underlying financial reports, management applications of cost, and accounting measurement.

Prerequisites & Notes

PREQ: M.B.A. 500 or equivalent.

Credits: 3

ACCT 662 - Taxation and Business

Tax laws affecting business decisions involving capital expenditures; timing of income and expenditures; alternative financing.

Credits: 3

ACCT 682 - Research Project in Accounting**Prerequisites & Notes**

PREQ: Detailed project proposal must be approved by department head and director of graduate programs in business.

Credits: 3, R6

ACCT 683 - Accounting Internship

A full-time work situation providing in-depth experience in Accounting practices. S/U grading.

Prerequisites & Notes

PREQ: Permission of internship coordinator and either undergraduate degree in Accounting or completion of 9 hours of graduate level Accounting courses with a 3.0 GPA minimum.

Credits: 3

ACCT 684 - Accounting Internship

A full-time work situation providing in-depth experience in Accounting practices. S/U grading.

Prerequisites & Notes

PREQ: Permission of internship coordinator and either undergraduate degree in Accounting or completion of 9 hours of graduate level Accounting courses with a 3.0 GPA minimum.

Credits: 3

ACCT 685 - Accounting Internship

A full-time work situation providing in-depth experience in Accounting practices. S/U grading.

Prerequisites & Notes

PREQ: Permission of internship coordinator and either undergraduate degree in Accounting or completion of 9 hours of graduate level Accounting courses with a 3.0 GPA minimum.

Credits: 3

ACCT 693 - Topics in Accounting

Prerequisites & Notes

PREQ: Permission of department head and director of graduate programs in business.

Credits: 1-3, R6

ACCT 779 - Continuing Research-Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Must NOT be enrolled in a thesis program.

Credits: 1, R10

ANTH 514 - Minority Groups

Relations between dominant and subordinate races and ethnic groups; historical and comparative aspects; African Americans, Chicanos, and Indians. This course is cross-listed with SOC 514.

Credits: 3

ANTH 517 - Southern Appalachian Culture

Stability and change in the sociocultural institutions of the region.

Prerequisites & Notes

PREQ: 260 or SOC 231.

Credits: 3

ANTH 519 - Comparative Family

The family as a social institution in various cultures.

Prerequisites & Notes

PREQ: 260 or SOC 231.

Credits: 3

ANTH 531 - North American Prehistory

Cultural history of the peoples of prehistoric North America, including Mexico.

Prerequisites & Notes

PREQ: 250 or permission of instructor.

Credits: 3

ANTH 540 - Archaeological Field Techniques

Basics of field work; surveying, photography, excavation, recording, and preservation techniques.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

ANTH 541 - Archaeological Problems and Analyses

Experience in collecting and analyzing relevant archaeological data.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

ANTH 561 - Indians of North America

Traditional and changing lifestyles of native North Americans; environmental adaptations, social organizations, religions, and arts.

Prerequisites & Notes

PREQ: 260 or permission of instructor.

Credits: 3

ANTH 565 - Cultures of South Asia

The cultures of India, Pakistan, Ceylon, Nepal, Afghanistan, and other South Asian countries.

Prerequisites & Notes

PREQ: 260.

Credits: 3

ANTH 566 - Folklore

Major forms, theories, and functions of lore among the world's cultures; collection, classification, and analysis of folklore.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

ANTH 573 - Contemporary Cherokee Culture and Society

Present-day Cherokee culture and society; the effects of tourism and the reservation system on lifestyles.

Prerequisites & Notes

PREQ: 260 or permission of instructor.

Credits: 3

ANTH 574 - Issues in Indian Health

Historical and cultural context of disease in the Americas from 1500 AD to present, with focus on health of Indigenous Peoples of Southeast.

Credits: 3

ANTH 577 - Cultures of subSaharan Africa

Cultural diversity and development in subSaharan Africa from earliest times to the present.

Credits: 3

ANTH 581 - Independent Study in Anthropology

Prerequisites & Notes

PREQ: Written application; approval of instructor and advisor.

Credits: 1-2, R6

ANTH 593 - Topics in Anthropology

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3, R6

ART 531 - Drawing Problems

Individual studio projects. 6 Studio.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-9, R12

ART 532 - Design Problems

6 Studio.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3, R6

ART 533 - Painting Problems

Individual studio projects. 6 Studio.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-9, R12

ART 534 - Printmaking Problems

Individual studio projects. 6 Studio.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-9, R12

ART 535 - Book Art Problems

Individual studio projects. 6 Studio.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-9, R12

ART 544 - Sculpture Problems

Individual studio projects. 6 Studio.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-9, R12

ART 551 - Ceramics Problems

Individual studio projects. 6 Studio.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-9, R12

ART 553 - Weaving Problems

6 Studio.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3, R6

ART 561 - Imaging and Digital Problems

Integration of video, photo imaging, computer imaging, animation and other electronic media. 6 Studio.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-9, R12

ART 563 - Methods of Teaching Middle and High School Art

The application of art and curriculum theory to art curriculum planning, classroom management, student exhibitions, and critical thinking in middle and high school art classrooms. Field experience required. 6 Studio.

Credits: 3

ART 564 - Art Education Problems

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3, R6

ART 565 - Methods of Teaching Elementary School Art

Planning and teaching age-appropriate, multicultural and integrated lessons based on theories of art and curriculum development for the diverse populations in elementary schools. Field experience required. 6 Studio.

Credits: 3

ART 571 - Integrated Media Problems

Individual and collaborative research with various disciplines in the visual arts, dance, theater, music, the environmental and social sciences, architecture, and related areas. 6 Studio.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-9, R12

ART 582 - Independent Study in Art Issues

6 Studio.

Prerequisites & Notes

PREQ: Written proposal; permission of instructor.

Credits: 1-6

ART 586 - Exhibition Practicum

Designed to familiarize the student with organizational, administrative, and operational structures of an art gallery and museum including the introduction of planning, curating, and installing professional art exhibitions.

Prerequisites & Notes

PREQ: Permission of department head.

Credits: 3

ART 593 - Topics in Studio Art

Projects, summer programs, or workshops. 6 Studio.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-9, R12

ART 596 - Art History Seminar

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

ART 597 - Contemporary Issues Seminar I

Common seminar required of all majors with emphasis on contemporary issues in the art world and related disciplines.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

ART 631 - Drawing Studio

Advanced studio projects. 6 Studio.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-9, R15

ART 632 - Design Studio

Advanced studio projects. 6 Studio.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-9, R15

ART 633 - Painting Studio

Advanced studio projects. 6 Studio.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-9, R15

ART 634 - Printmaking Studio

Advanced studio projects. 6 Studio.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-9, R15

ART 635 - Book Arts Studio

Advanced individual studio projects. 6 Studio.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-9, R15

ART 644 - Sculpture Studio

Advanced studio projects. 6 Studio.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-9, R15

ART 651 - Ceramics Studio

Advanced studio projects. 6 Studio.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-9, R15

ART 652 - Metals Studio

Advanced studio projects. 6 Studio.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-9, R15

ART 653 - Graduate Weaving

6 Studio.

Credits: 3, R9

ART 661 - Imaging and Digital Studio

Advanced studio on integration of video, photo imaging, computer imaging, animation and other electronic media. 6 Studio.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-9, R15

ART 666 - Photography Problems

6 Studio.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3, R6

ART 667 - Photography Studio

Advanced studio projects. 6 Studio.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-9, R15

ART 671 - Integrated Media Studio

Continuation of individual and collaborative research with various disciplines in the visual arts, dance, theatre, music, environmental and social sciences, architecture, and other related areas. 6 Studio.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-9, R15

ART 673 - Community Service Projects

Individual or collaborative projects in the regional non-profit, educational or professional cultural community. S/U grading. 6 Studio.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

ART 674 - Studio Critique

Assessment of student work and progress from a team of visiting critics. 6 Studio.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-9, R15

ART 675 - Professional Preparation

Professional preparation of portfolio, exhibition, writing, resourcing and social skills. 6 Studio.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

ART 680 - Independent Study in Art Education

Prerequisites & Notes

PREQ: Written proposal; permission of instructor.

Credits: 3, R6

ART 681 - Graduate Problems in Studio Art

6 Studio.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-9, R15

ART 682 - Independent Study in Art Issues

6 Studio.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-6

ART 696 - Contemporary Issues Seminar II

Common seminar required of all majors with emphasis on contemporary issues in the art world and related disciplines.

6 Studio.

Prerequisites & Notes

PREQ: 597.

Credits: 3

ART 697 - Seminar in Art Education

Philosophical, aesthetic, psychological, and curricular ramification of issues in art education.

Credits: 3, R6

ART 698 - Contemporary Issues Seminar III

Common seminar required of all majors with emphasis on contemporary issues in the art world and related disciplines.
6 Studio.

Prerequisites & Notes

PREQ: 597, 696.

Credits: 3

ART 699 - Thesis Exhibition

Written thesis and solo exhibition with oral defense.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 6

ART 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Must NOT be enrolled in a thesis program.

Credits: 1, R10

ART 799 - Continuing Research—Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Student must be enrolled in a thesis program.

Credits: 2, R24

ASI 593 - Topics in American Studies

Seminar on particular facets of American culture such as literature and art, philosophy and politics, and folklore and society.

Credits: 3, R6

ASI 594 - Topics in Cherokee Studies

Various topics in Cherokee Studies such as anthropology, history, sociology, and literature.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3, R6

ASI 634 - Methods, Theories and Critiques in Cherokee Studies

Methods, theories and responses in Native American and Cherokee Studies.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

ASI 697 - Cherokee Studies Research Seminar

Methods, theories, and Native American perspectives integrated in a major research paper or project. Independent research required.

Prerequisites & Notes

PREQ: 634.

Credits: 3

AST 601 - Astronomy for Teachers

Solar and stellar astronomy; methods and materials for elementary and secondary teaching.

Credits: 3

BIOL 513 - Principles of General Microbiology

Survey of microorganisms emphasizing morphology, physiology, and ecology; microorganisms and disease; environmental and applied microbiology. Not open to students with credit in 313.

Credits: 3

BIOL 514 - Methods of General Microbiology

Microscopy; morphological, cultural, physiological, and serological characteristics of microorganisms; microbiology of food, water, and soil. 6 Lab.

Credits: 2

BIOL 515 - Plant Physiology

Plant metabolism, effects of hormones and light on plant growth and development. Transport and translocation of water and solutes. Plant stress physiology.

Credits: 3

BIOL 516 - Plant Molecular Biology

Molecular aspects of plant development. Examination of the structure, expression, and function of genes involved in the flowering plant life cycle, including genes controlling embryogenesis, vegetative growth, plant pathogen interaction, and reproduction.

Credits: 3

BIOL 517 - Biochemistry

The metabolism of carbohydrates, lipids, nucleic acids, and proteins in plant and animal systems.

Credits: 3

BIOL 519 - Cell Biology

Structure, function and techniques for the study of cells. 3 Lecture 3 Lab.

Credits: 4

BIOL 520 - Darwin's Origin of Species

A detailed reading and analysis of Darwin's landmark work, "On the Origin of Species," examining its historical and philosophical context, and its social and scientific significance.

Prerequisites & Notes

PREQ: Graduate status.

Credits: 3

BIOL 525 - Flora of the Southern Appalachians

Taxonomy of flowering plants of the region; family relationships; use of keys for identification; recognition, collection, documentation, and preservation of specimens. One weekend collecting field trip. 2 Lecture 6 Lab.

Credits: 4

BIOL 534 - Terrestrial Ecology

Populations, ecosystems, community structure, and dynamics; major North American biomes; field and descriptive methods; required weekend field trips. 2 Lecture 6 Lab/Field.

Credits: 4

BIOL 535 - Aquatic Ecology

Biological, physical, and chemical components and processes in lakes and streams; field studies of local lakes and their biota. 2 Lecture 6 Lab.

Credits: 4

BIOL 543 - Evolutionary Processes

Mechanisms of evolution; emphasis on current research and hypotheses such as group selection, kin selection, r and K selection, and sympatric speciation.

Credits: 3

BIOL 551 - Biology of Fungi

Slime molds and true fungi; life histories, morphology, host-parasite relationships, fine structure, and phylogeny. 3 Lecture 3 Lab.

Credits: 4

BIOL 553 - Principles of Systematics

Principles and methods used in describing animal and/or plant taxa and in testing hypotheses of evolutionary relationships; individual research projects on the systematics of selected taxa.

Credits: 3

BIOL 555 - Vascular Plants

Biology of the higher plants; club and small club mosses, quillworts, scouring rushes, ferns, gymnosperms, and angiosperms in living and fossil form. 3 Lecture 3 Lab.

Credits: 4

BIOL 557 - Biology of Algae

Life histories, morphology, reproduction and phylogeny of the algae. 3 Lecture 3 Lab.
Credits: 4

BIOL 566 - Aquaculture

Introduction to commercial practices for the production of fish; review of the generic elements involved in aquaculture systems with examples of aquatic farming; examination of problems related to industry.
Credits: 1

BIOL 567 - Biostatistics

Statistical concepts and methods for biologists, design of experiments for computer analysis by ANOVA, single or multiple regression, principal components. 2 Lecture 2 Lab.

Prerequisites & Notes

PREQ: An elementary statistics course or permission of instructor.

Credits: 3

BIOL 570 - Biology of Arthropods

Functional morphology, physiology, natural history, and systematics of the arthropods; field/lab emphasis on spiders. 2 Lecture 6 Lab.

Credits: 4

BIOL 571 - Animal Behavior

Mechanisms, development, functional significance, and evolution of behavior; individual research projects, films, and discussions in lab. 3 Lecture 3 Lab.

Credits: 4

BIOL 573 - Microbial Ecology

Ecology of Archaea and Bacteria. Population and community detection, diversity, and roles in biogeochemical cycling using cultivation and molecular techniques. 3 Lecture 3 Lab.

Prerequisites & Notes

PREQ: 304 and 413 or 414. COREQ: 573 Lab.

Credits: 4

BIOL 576 - Contemporary Fisheries

Biological concepts and alternative management practices involved in the protection, conservation, restoration, augmentation, and cultivation of fisheries resources. 3 Lecture 3 Lab.

Credits: 4

BIOL 589 - Cooperative Education in Biology

S/U grading. Only 3 hours apply toward degree.

Prerequisites & Notes

PREQ: Minimum of 9 hours of graduate courses with at least a B average and approval of department head, advisor, and cooperative education coordinator.

Credits: 3, R6

BIOL 593 - Advanced Studies in Biology

Prerequisites & Notes

PREQ: Permission of department head.

Credits: 1-6, R12

BIOL 612 - Principles of Chemical Ecology

Biochemistry, physiology, and function of secondary compounds stressing alkaloids, phenolics, and terpenoids.

Credits: 3

BIOL 613 - Molecular Biology

Principles of molecular/cellular biology for secondary teachers.

Credits: 3

BIOL 614 - Principles of Chemical Ecology Laboratory

Techniques for isolating, identifying, and studying biological functions of alkaloids, phenolics, and terpenoids. 6 Lab.

Prerequisites & Notes

COREQ: 612.

Credits: 2

BIOL 632 - Biogeography

Plant and animal distribution; ecological and historical factors contributing to distribution of the earth's biota.

Credits: 3

BIOL 672 - Ichthyology

Systematics, life history, ecology, and identification of groups of fishes; collection of local fishes. 2 Lecture 6 Lab/Field.

Credits: 4

BIOL 693 - Topics in Biology

Prerequisites & Notes

PREQ: Permission of department head.

Credits: 1-6, R12

BIOL 694 - Topics in Biology

S/U grading.

Prerequisites & Notes

PREQ: Permission of department head.

Credits: 1-6, R12

BIOL 697 - Introduction to Graduate Studies in Biology

An introduction to teaching methods, experimental design, and methods of computer literature searching and Internet access.

Credits: 2

BIOL 699 - Thesis

Only 6 semester hours may be applied toward degree.

Credits: 1-6, R12

BIOL 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Must NOT be enrolled in a thesis program.

Credits: 1, R10

BIOL 799 - Continuing Research—Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Student must be enrolled in a thesis program.

Credits: 2, R24

BK 513 - Literacy

Advanced study of emergent literacy in young children from a developmental and constructivist perspective. Includes regular observation and data collection.

Prerequisites & Notes

PREQ: PSY 624.

Credits: 3

BK 514 - Numeracy

Advanced study of emergent numeracy in young children from a developmental and constructivist perspective. Includes regular observation and data collection.

Prerequisites & Notes

PREQ: PSY 624.

Credits: 3

BK 566 - Infant Development

Genetics, prenatal development, health, learning, perception, cognition, language, attachment, social development, environmental influences, family, culture, intervention programs.

Prerequisites & Notes

PREQ: PSY 624.

Credits: 3

BK 570 - Advanced Early Childhood Curriculum

Critical analysis and discussion of the works of various scholars and theorists, past and present, who have created early childhood curriculum.

Prerequisites & Notes

PREQ: PSY 624.

Credits: 3

BK 588 - Internship/Field Experiences

Observing, planning, teaching, and evaluating young children with and without disabilities in a variety of settings. 5 days/week, full-time.

Prerequisites & Notes

PREQ: EDCI 602, PSY 624, BK 570.

Credits: 3

BK 603 - Current Family Theory and Research

Professional family theory and research; sources of research data and information.

Prerequisites & Notes

PREQ: EDCI 602.

Credits: 3

BK 607 - Action Research in Early Childhood

Development, implementation, and evaluation of action research addressing an issue or trend in early childhood education.

Prerequisites & Notes

PREQ: EDCI 602, PSY 624, BK 570.

Credits: 3

BA 589 - Cooperative Education Experience

An elective in addition to existing program requirements. S/U grading.

Prerequisites & Notes

PREQ: Minimum of 9 hours at the 600 level with at least a B average.

Credits: 3

BA 593 - Current Topics in Business Administration

New or innovative approaches to solving business problems. Not available for credit toward graduate degrees in the College of Business.

Prerequisites & Notes

PREQ: Permission of instructor and director of graduate programs in business.

Credits: 1-3, R4

BA 682 - Independent Research Project

Supervised, student initiated research project. Three supervised contact hours with instructor.

Prerequisites & Notes

PREQ: Permission of department head and Director of Graduate Program.
Credits: 3

BA 693 - Topics in Business Administration

Prerequisites & Notes

PREQ: Permission of department head and director of graduate programs in business.
Credits: 3, R6

BA 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Must NOT be enrolled in a thesis program.
Credits: 1, R10

LAW 630 - International Law

Its practice, sources, sphere of operation, questions determined by it, applicable courts, and extent to which it is observed and enforced.
Credits: 3

LAW 640 - Public Accounting Regulatory Environment

Study of “Code of Ethics” of the American Institute of Certified Public Accountants and Business Law as it impacts the practice of public accounting.
Credits: 3

LAW 693 - Topics in Business Law

Prerequisites & Notes

PREQ: Permission of department head and director of graduate programs in business.
Credits: 1-3, R6

LAW 695 - Seminar in Business Law

Prerequisites & Notes

PREQ: Permission of instructor.
Credits: 3

CHEM 532 - Instrumental Analysis II

Advanced environmental, biological, and materials applications of modern chemical instrumentation.
Credits: 3

CHEM 541 - Advanced Organic Chemistry

Synthetic methods and mechanistic study to include selected topics emphasizing relationships between structure and reactivity.

Prerequisites & Notes

PREQ: 242 and 370.

Credits: 3

CHEM 542 - Introduction to Organic Polymers

Linear and cross-linked polymers; selected topics emphasizing relationships between structure and properties.

Prerequisites & Notes

PREQ: 370.

Credits: 3

CHEM 553 - Physical Chemistry II

Quantum mechanics; introduction to molecular spectroscopy; applications of thermodynamics.

Prerequisites & Notes

PREQ: 352, MATH 255, and PHYS 230.

Credits: 3

CHEM 554 - Computer Interfacing

Digital logic, computer design; interfacing computers to laboratory instruments. 2 Lecture 3 Lab.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

CHEM 561 - Environmental Chemistry

Sources, reactions, transport, effects, and fates of chemical species in water, soil, air, and living environments.

Prerequisites & Notes

PREQ: 352.

Credits: 3

CHEM 562 - Molecular Bioinformatics

Provides experience in the computer analysis of DNA and protein sequences, interrogating gene bank databases, and predicting protein structures and functions. 2 Lecture 3 Lab.

Prerequisites & Notes

PREQ: 361 or permission of instructor.

Credits: 3

CHEM 563 - Molecular Biotechnology

Overview of modern biotechnology from a molecular perspective.

Credits: 3

CHEM 564 - Genomics

Molecular aspects of cellular genomes.
Credits: 3

CHEM 565 - Forensic Chemistry

Introduction to modern forensic chemistry with emphasis on the use of instrumental methods of analysis.
Credits: 3

CHEM 570 - Advanced Instrumental Analysis Laboratory

Practical environmental, biological, and materials applications of modern chemical instrumentation.
Credits: 1

CHEM 589 - Cooperative Education in Chemistry

S/U grading. Only 3 semester hours may be applied toward a degree.

Prerequisites & Notes

PREQ: Minimum of 9 hours of graduate courses, minimum B average in graduate work, and approval of department head, advisor, and cooperative education coordinator.

Credits: 3, R6

CHEM 593 - Topics in Chemistry

Lecture, Lecture/Lab, Lab or Seminar.

Prerequisites & Notes

PREQ: Permission of department head.

Credits: 1-3 Lecture, 0-3 Lab or seminar

CHEM 621 - Graduate Inorganic Chemistry

Structure and bonding in inorganic compounds; acid-base theory; coordination complexes of transition metals; introduction to crystal-field and ligand-field theory.

Credits: 3

CHEM 652 - Graduate Physical Chemistry

Overview of chemical thermodynamics, kinetics, and quantum mechanics.

Credits: 3

CHEM 691 - Topics in Chemical Education

Prerequisites & Notes

PREQ: High school chemistry teaching experience; permission of department head.

Credits: 1-3, R9

CHEM 692 - Topics in Inorganic Chemistry

Credits: 3, R6

CHEM 693 - Topics in Analytical Chemistry

Credits: 3, R6

CHEM 694 - Topics in Organic Chemistry

Credits: 3, R6

CHEM 695 - Topics in Physical Chemistry

Credits: 3, R6

CHEM 696 - Seminar in Chemistry

Credits: 1, R3

CHEM 698 - Research in Chemistry

Only 9 semester hours may be counted toward a degree.

Prerequisites & Notes

PREQ: Permission of Thesis Research Advisory Committee.

Credits: 3, R15

CHEM 699 - Thesis

Only 3 semester hours may be counted toward a degree.

Prerequisites & Notes

PREQ: CHEM 698 and permission of Thesis Research Advisory Committee.

Credits: 3, R9

CHEM 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Must NOT be enrolled in a thesis program.

Credits: 1, R10

CHEM 799 - Continuing Research—Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Student must be enrolled in a thesis program.

Credits: 2, R24

CSP 530 - College Student Subcultures and Student Characteristics

Overview of various college student subcultures and characteristics of today's college students; examination of professional approaches to development of the students within each culture.

Credits: 3

CSP 593 - Topics in College Student Personnel

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-3, R9

CSP 605 - Introduction to College Student Personnel

Introduction to student affairs in higher education focusing on the foundations of the profession, theoretical bases, models of practice, and employment competencies.

Credits: 3

CSP 611 - Organization and Administration of College Student Personnel Services

An analysis of organizational structures used in college student affairs. Administrative responsibilities of college student affairs professionals including planning, budgeting, and working with other units.

Credits: 3

CSP 621 - Theories of College Student Development

Overview of theories of student development most widely accepted in student affairs professional circles.

Credits: 3

CSP 630 - Legal Issues for College Student Personnel

Examination of the regulatory, statutory and case law that governs the operation of institutions of higher education with particular emphasis on student affairs issues.

Credits: 3

CSP 683 - Internship I

Supervised practicum in college student personnel programs. Three-four hours of field-based practica per week per one credit hour.

Prerequisites & Notes

PREQ: 605 and permission of advisor.

Credits: 1-3, R6

CSP 684 - Internship II

Advanced supervised practicum in college student personnel programs. Three-four hours of field-based practica per week per one credit hour.

Prerequisites & Notes

PREQ: Permission of advisor.

Credits: 1-3, R6

CSP 685 - Internship III

Advanced supervised practicum in college student personnel programs. Three-four hours of field-based practica per week per one credit hour.

Prerequisites & Notes

PREQ: Permission of advisor.

Credits: 1-3, R6

CSP 693 - Topics in College Student Personnel

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-3, R9

CSP 695 - Seminar in College Student Personnel

This seminar is the capstone course for the program, integrating theory with practice. It includes in-depth discussion of current trends and issues through case studies.

Prerequisites & Notes

PREQ: Permission of advisor.

Credits: 3

CSD 551 - Sign Language I

Basic beginning sign-language skills, receptive and expressive; cultural issues.

Credits: 3

CSD 552 - Sign Language II

Advanced sign-language skills, receptive and expressive; cultural issues.

Prerequisites & Notes

PREQ: 551 or equivalent.

Credits: 3

CSD 576 - Language Disorders in Children

Analysis of childhood language disorders; evaluation and implementation of treatment approaches.

Prerequisites & Notes

PREQ: 301, 370, 471 or equivalent.

Credits: 3

CSD 594 - Topics in Communication Disorders

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-3, R6

CSD 595 - Seminar in School Practice

Current issues in school practice; application of research to assessment and intervention. 1-3 Seminar.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-3

CSD 620 - Infant Toddler Communication

This course describes the acquisition of communication and language in the first 30 months of life.

Credits: 3

CSD 630 - Professional Issues in Communication Sciences and Disorders

Review and analysis of professional issues that impact services delivery in communication sciences and disorders and strategies for addressing the issues.

Credits: 3

CSD 640 - Voice Disorders

The etiology, diagnosis, and treatment of voice disorders. Current issues in the management of voice problems.

Credits: 3

CSD 642 - Research in Communication Disorders

Study and application of research designs and statistics in communication disorders.

Credits: 3

CSD 647 - Language Disorders

Advanced study of current language assessment/intervention techniques.

Credits: 3

CSD 648 - Language Disorders - School Age

Current issues in language and learning disabilities; application of research to assessment and intervention.

Credits: 3

CSD 660 - Psychology of the Hearing-Impaired

Effects of congenital and acquired auditory-sensory deprivation on the development and maturation of the hearing-impaired; habilitation, counseling, and management is stressed.

Credits: 3

CSD 662 - Articulation and Phonological Disorders

Current issues in articulation and phonology; application of research to assessment and intervention.

Credits: 3

CSD 663 - Communication Problems of Aging

Survey of communication problems and their remediation in geriatric populations.
Credits: 3

CSD 668 - Language Disorders—Preschool

Analysis of language disorders among the preschool population: Evaluation and implementation of treatment approaches.
Credits: 3

CSD 670 - Fluency Disorders

Theory, assessment, and treatment of stuttering and other fluency disorders in children and adults.
Credits: 3

CSD 672 - Language Disorders in Adults

Theory, diagnosis, and treatment of adult language disorders.
Credits: 3

CSD 673 - Neurogenic Speech Disorders

Theory, diagnosis, and treatment of neurogenic speech disorders including apraxia, dysarthria, cerebral palsy, and dysphagia.
Credits: 3

CSD 674 - Diagnostics

Clinical procedures used in evaluating communication disorders.
Credits: 3

CSD 675 - Management of Communication Disorders

Analysis of clinical methods proven useful in the treatment of communicatively handicapped individuals across the lifespan.
Credits: 3

CSD 676 - Management of Orofacial Anomalies

Etiology, diagnosis, and treatment of communication disorders associated with orofacial anomalies.
Credits: 3

CSD 677 - Dysphagia

Diagnosis and treatment of persons with feeding and/or swallowing disorders.
Credits: 3

CSD 678 - AAC Assessment and Intervention

Study of augmentative/alternative communication systems and assessment/intervention strategies for persons with severe disabilities.

Credits: 3

CSD 681 - Independent Study—Master's Project

Directed Research Project.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

CSD 683 - Clinical Practicum

Supervised clinical experiences in varied settings. 3 Clinical experience.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-3, R15

CSD 695 - Seminar in Articulation and Phonology

Current issues in articulation and phonology; application of research to assessment and intervention. Seminar 1-3.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-3, R3

CSD 696 - Seminar in Language

Current issues in language acquisition; application of research to assessment and intervention. Seminar 1-3.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-3

CSD 697 - Seminar in Fluency

Current issues in fluency disorders; application of research to assessment and intervention. Seminar 1-3.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-3

CSD 698 - Seminar in Voice

Current issues related to the diagnosis and treatment of functional-organic disorders; application of research to assessment and intervention.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-3, R3

CSD 699 - Thesis

Prerequisites & Notes

PREQ: 682 or EDCI 602 and permission of instructor.

Credits: 3, R6

CSD 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Must NOT be enrolled in a thesis program.

Credits: 1, R10

CSD 793 - Topics in Severe Disabilities I

Introductory graduate seminar addressing communicative abilities and needs of persons with severe disabilities and autism.

Prerequisites & Notes

PREQ: Admission to the WCU Communication Disorders Program in Severe Disabilities.

Credits: 3

CSD 794 - Topics in Severe Disabilities II

Second seminar addresses communication-based practice issues for persons with severe disabilities and autism.

Credits: 3

CSD 799 - Continuing Research—Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Student must be enrolled in a thesis program.

Credits: 2, R24

CMEM 593 - Selected Topics

Credits: 3

CMHC 593 - Selected Topics

Credits: 3

CMPM 593 - Selected Topics

Credits: 3

CMPR 593 - Selected Topics

Credits: 3

CMTA 586 - Theatre Production

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

CMTA 593 - Selected Topics in Theatre Arts

Credits: 3

CIS 605 - Managerial Communication

Formal managerial communication for decision-making with strong emphasis on written and oral presentation skills: includes intranet, extranet, policies, and mission statements.

Credits: 3

CIS 651 - Information Systems for Competitive Advantage

Fundamentals of information systems, use of information systems to gain competitive advantage, and IT as an agent for change in organizations.

Prerequisites & Notes

PREQ: M.B.A. 500, 505, 510, 515, 520, 525, or equivalents.

Credits: 3

CIS 661 - Systems Analysis and Development

Analysis and development of information systems (small, workgroup, and enterprise systems) using recent technology. Students develop, implement, and test client-server and/or Web-based information systems.

Credits: 3

CIS 662 - Database Management Systems

Centralized information system design and implementation for business applications, logical system model, physical model, and database application development.

Credits: 3

CIS 682 - Research Project in Computer Information Systems

Research projects dealing with analysis, design, development, testing, implementation, security, tools, languages, or other topics related to information systems of the present or the future.

Prerequisites & Notes

PREQ: Detailed project proposal must be approved by department head and director of graduate programs in business.

Credits: 3, R6

CIS 693 - Topics in Information Systems

Current and emerging topics in information systems.

Prerequisites & Notes

PREQ: Permission of department head and director of graduate programs in business.

Credits: 1-3, R6

CS 552 - Advanced Computer Architecture

Advanced topics in computer architecture including pipelining, multiple and parallel processing systems, issues in performance enhancement, data flow computers, and VLSI computations.

Prerequisites & Notes

PREQ: 350.

Credits: 3

CS 555 - Computer System Performance Analysis

Performance evaluation of computer systems and computer networks; measurement and benchmarks, simulation, and analytical models (stochastic processes and queuing theory).

Prerequisites & Notes

PREQ: 370 and MATH 270.

Credits: 3

CS 560 - Compiler Construction II

Continuation of course 460; symbol tables, principles, scope rules, type rules; structures from specific languages; run-time models; code generation and optimization; error recovery; term project.

Prerequisites & Notes

PREQ: 460.

Credits: 3

CS 564 - Microcomputer Development

Software and hardware development and interfacing for dedicated microcomputer applications.

Prerequisites & Notes

PREQ: 350 or PHYS 302 or IET 371.

Credits: (3)

CS 565 - Computer Networks

Protocol layers, error control, media access, routing, congestion control, TCP/IP, name resolution, socket programming, client-server, interface definition languages, component APIs.

Prerequisites & Notes

PREQ: 151 and 250.

Credits: 3

CS 580 - Artificial Intelligence

Machine intelligence; problem reduction, state space search, game trees, expert systems, resolution principle; introduction to LISP.

Prerequisites & Notes

PREQ: 351.

Credits: 3

CS 593 - Selected Topics in Computer Science

Prerequisites & Notes

PREQ: Permission of department head.

Credits: 1-6, R6

CM 650 - Project Management Systems

An overview of the project management framework and knowledge areas; the strategic context of projects; introduction to project management tools.

Prerequisites & Notes

PREQ: Completion of PM 500, 505, 515, or their equivalents.

Credits: 6

CM 651 - Research in Construction

This course provides an overview of issues in research and teaching construction management in higher education as a career.

Prerequisites & Notes

PREQ: Admission to the M.C.M. program.

Credits: 1

CM 652 - Project Plan Development

Human resources, legal, financial, and logistical principles for project planning; preparation of initial project plan documentation.

Prerequisites & Notes

PREQ: 650.

Credits: 6

CM 654 - Project Plan Analysis and Approval

Integration of human resource, legal, financial, and logistical aspects of projects; preparation and presentation of final project plans.

Prerequisites & Notes

PREQ: 652.

Credits: 6

CM 655 - Construction Informatics

This course studies issues related to representation, processing, and communication of information in humans and software.

Prerequisites & Notes

PREQ: 654 and admission to the M.C.M. program.

Credits: 6

CM 657 - Construction Marketing and Development

This course will investigate the tenants of like service industries and compare those in the built environment.

Prerequisites & Notes

PREQ: 654 and admission to the M.C.M. program.
Credits: 6

CM 659 - Advanced Topics in Construction Management

This course focuses on three current topics, their reasons for development, progress, and affect on the industry.

Prerequisites & Notes

PREQ: 654 and admission to the M.C.M. program.
Credits: 6

COUN 600 - Individual and Group Helping Skills

Exploration of helping roles; individual interviewing skills, group process skills demonstration, role playing, and recordings; for noncounseling majors.

Credits: 3

COUN 601 - Professional Orientation

Introduction to counseling profession: roles; history; professional issues; ethical and legal concerns.

Credits: 1

COUN 602 - Professional and Ethical Issues in Counseling

Orientation to counseling profession, history, credentials, roles and current issues; ethical and legal issues, including client rights, professional relationships, and advocacy.

Credits: 3

COUN 605 - The Helping Relationship

Analysis of the helping relationship; development of helping skills; demonstrations, role playing, and recordings; professional orientation; ethical issues; on-campus laboratory experience required.

Prerequisites & Notes

PREQ: Admission to graduate program in counseling.
Credits: 3

COUN 610 - Family Counseling

Survey of basic family counseling theories: structural, strategic, systemic, experiential, and intergenerational.

Prerequisites & Notes

PREQ: 630, 631 or permission of instructor.
Credits: 3

COUN 611 - Couples Counseling

Study of diverse couple relationships from systemic and developmental theoretical perspectives; problem areas couples may face and treatment considerations will be explored.

Credits: 3

COUN 615 - Multicultural Counseling

Social and cultural considerations in counseling; study of ethnic groups, subcultures, changing roles of women, use of leisure time, differing life patterns and their implications for counseling.

Prerequisites & Notes

PREQ: Admission to graduate program in counseling or permission of instructor.

Credits: 3

COUN 617 - Substance Abuse Counseling

A systems-based study of substance abuse and its effects upon the individual, family, and community; implications for counseling the substance abuser.

Credits: 3

COUN 620 - Counseling Children and Adolescents

Individual and group counseling approaches for use with children and adolescents, focusing on both developmental and remedial methods.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

COUN 623 - Introduction to Community Counseling

Concepts and current practices in counseling in community-agency settings; consideration of a model community counseling program.

Credits: 3

COUN 624 - Community Counseling Grant Writing and Program Management

Advanced course examining issues and trends in community counseling. Needs assessment, funding, managing, and supervising counseling practices in public and private settings.

Credits: 3

COUN 625 - Counseling: Developmental Perspectives

Counseling issues related to social, cognitive, physical, and personality factors in human life span development.

Prerequisites & Notes

PREQ: Admission to graduate program in counseling or permission of instructor.

Credits: 3

COUN 630 - Theories of Counseling

Selected theories of counseling; development of personal model of counseling.

Prerequisites & Notes

PREQ: 605. COREQ: 631.

Credits: 2

COUN 631 - Techniques of Individual Counseling

Applications of counseling theories: demonstrations, supervised practice, role playing.

Prerequisites & Notes

PREQ: 605. COREQ: 630.

Credits: 1

COUN 633 - Crisis Intervention Counseling

Theory and strategy in crisis intervention counseling, role playing, and modeling; participation and skill development stressed.

Prerequisites & Notes

PREQ: 605 or permission of instructor.

Credits: 3

COUN 635 - Group Methods in Counseling

Theories, techniques, materials, and procedures used in group interaction; participation in group processes required.

Prerequisites & Notes

PREQ: 605. PREQ or COREQ: 630, 631.

Credits: 3

COUN 637 - Creative and Expressive Arts in Counseling

Introduction to various expressive and creative modalities to compliment and enhance the counseling process.

Credits: 3

COUN 640 - Measurement and Appraisal in Counseling

Statistical concepts in testing and measurement; selection, administration, and interpretation of tests and other appraisal methods.

Prerequisites & Notes

PREQ: Admission to graduate program in counseling or permission of instructor.

Credits: 3

COUN 645 - Consultation and Collaboration

Role of the counselor as consultant and collaborator; models, roles, and skills; ethical and multicultural issues.

Credits: 3

COUN 650 - Career Development

Philosophy, theory, and research in career development and vocational choice processes; career information resources; applicability to special groups.

Prerequisites & Notes

PREQ: Admission to graduate program in counseling or permission of instructor.

Credits: 3

COUN 655 - Career Counseling

Approaches to career counseling; occupational analysis; synthesis of personal counseling, information, and assessment in career counseling.

Prerequisites & Notes

PREQ: 650. PREQ or COREQ: 630 and 640.

Credits: 3

COUN 660 - School Counseling Program Development

Organization, maintenance, evaluation, and improvement of developmental K-12 school counseling programs; relationship to total school program.

Credits: 3

COUN 665 - Implementing School Counseling Program

An advanced course in school counseling. Implementation of comprehensive K-12 developmental school counseling programs; models, strategies, and interventions to work effectively as school counselors at different school levels.

Prerequisites & Notes

PREQ or COREQ: 686.

Credits: 3

COUN 667 - The DSM and Effective Treatment Planning in Counseling

The primary goal of this course is to provide students with the skills necessary to formulate effective treatment plans and use the DSM in a counseling setting.

Prerequisites & Notes

PREQ: 605 or permission of instructor.

Credits: 3

COUN 670 - Research in Counseling

Applications of research and program evaluation methodologies in counseling.

Credits: 3

COUN 677 - Spirituality in Counseling

Significance of spiritual and religious practices, beliefs for counseling clients; examination of various counseling approaches for integrating spiritual/religious issues into counseling.

Credits: 3

COUN 680 - Independent Study in Counseling

Prerequisites & Notes

PREQ: Advanced standing; permission of advisor.

Credits: 3

COUN 686 - Practicum in Counseling

Application of skills in settings that approximate employment; audiotapes and tapescripts required; 150 contact hours required. S/U grading.

Prerequisites & Notes

PREQ: 605, 615, 630, 631 and approval by counseling faculty.

Credits: 3

COUN 687 - Internship in Counseling

Supervised, on-site experience in various counselor employment settings. S/U grading. 3 Lab. (Only three hours may be applied toward degree).

Prerequisites & Notes

PREQ: 686 and approval by counseling faculty.

Credits: 3, R6

COUN 695 - Seminar in Counseling

Prerequisites & Notes

PREQ: Advanced standing; permission of instructor.

Credits: 3

COUN 779 - Continuing Research - Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Must NOT be enrolled in a thesis program.

Credits: 1, R10

COUN 784 - Internship in Counseling

Supervised, in-depth experience in counseling settings; recommendation of advisor. S/U grading.

Credits: 3

COUN 799 - Continuing Research - Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Student must be enrolled in a thesis program.

Credits: 2, R24

CJ 593 - Special Topics in Criminal Justice

Alternating topics of relevance to the justice system.

Prerequisites & Notes

PREQ: Approval of the department head.

Credits: 1-3, R9

CJ 620 - Criminal Justice Administration

Problems, policies, and practices related to executive action and administration in the justice system.

Prerequisites & Notes

PREQ: 250 or permission of instructor.

Credits: 3

CJ 650 - Criminal Justice/Criminological Theory

Advanced analysis of criminological theories from their inception in the 18th century to present in order to explore crime causation, control, and societal responses.

Credits: 3

CJ 669 - Legal Issues in Public Affairs

The institutional design and procedures used by administrative agencies to implement policy. Topics include rule making, adjudication, enforcement activities, judicial review, as well as legislative and executive control.

Credits: 3

CJ 670 - Criminal Justice Policy

An examination of social, political, and systemic policy that pertain to criminal justice issues, and the impact these policies have on our society and justice system.

Credits: 3

CJ 674 - Research Methods

Advanced research planning, design and proposal writing; review of related literature; quantitative and qualitative data collection instruments; data analysis techniques.

Credits: 3

CJ 675 - Ethics in Criminal Justice

An examination of ethical issues in the various components of the criminal justice system.

Credits: 3

CJ 680 - Independent Study in Criminal Justice

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3, R6

EDCI 503 - Social Studies in the Secondary School

Curriculum, materials, and methods for in-service teachers.

Credits: 3

EDCI 602 - Methods of Research

Concepts, methodologies, and procedures in educational research; problem identification, research design, basic data analysis, and applications to educational problems.

Credits: 3

EDCI 603 - Comparative Education

Comparison of educational systems in selected cultures.
Credits: 3

EDCI 604 - Curriculum Development

Fundamentals of curriculum planning with special emphasis on relating research, theory, and practice.
Credits: 3

EDCI 605 - Foundations of Modern Education

Problems of education today; social, economic, political, and philosophical influences.
Credits: 3

EDCI 612 - Principles and Application of Educational Research Methods and Analysis

Study of research skills useful in administrative decision making; location and synthesis of existing research, research techniques, testing/measurement issues.
Credits: 3

EDCI 613 - The Teacher Leader

Students explore the changing roles that teachers have played in American schools, focusing on current formal and informal opportunities for leadership.

Prerequisites & Notes

PREQ: Admission to the MAED or MAT program.
Credits: 3

EDCI 615 - Philosophy, History, and Sociology of Education

The exploration of philosophical, historical, and social influences on American Education. Special emphasis on how these issues confront school leaders.
Credits: 3

EDCI 617 - Methods and Practices for Learning in Content Areas

Study of the ways in which young people learn and the teaching strategies and tools that facilitate their learning. Should be taken in first 12 hours.

Prerequisites & Notes

PREQ: Admission to the MAT program.
Credits: 3

EDCI 689 - Internship in Secondary Education and Special Subjects Areas

Supervised clinical experience in a school setting.
Credits: 3, R9

EDCI 695 - Seminar in Reflective Practice in Teaching

Seminar concurrent with clinical teaching practice. For MAT students only.

Prerequisites & Notes

PREQ: Permission of instructor. COREQ: 689.

Credits: 3

EDCI 699 - Thesis

Credits: 4

EDCI 700 - Philosophy of Education

Major educational philosophies; analysis of problems.

Credits: 3

EDCI 702 - Research Seminar in Curriculum

Prerequisites & Notes

PREQ: Permission of department head.

Credits: 3

EDCI 706 - Statistical Analysis in Research

Descriptive and inferential statistical procedures used in data description and hypothesis testing.

Credits: 3

EDCI 709 - Educational Testing and Assessment

Selecting assessment techniques; interpreting test results; philosophical, ethical issues in testing and assessment; applications to classroom, district, and state testing programs.

Credits: 3

EDCI 711 - Qualitative Research

Explores issues and methods surrounding research that utilizes interpretive, open-ended formats, and focuses on understanding complex social, political, and educational issues.

Credits: 3

EDCI 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Must NOT be enrolled in a thesis program.

Credits: 1, R10

EDCI 793 - Topics in Education

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1, R3

EDCI 796 - Research Seminar in Curriculum & Instruction

Investigation and analysis of the patterns, issues and trends in curriculum development and practice in American education.

Credits: 3

EDCI 799 - Continuing Research—Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Student must be enrolled in a thesis program.

Credits: 2, R24

EDCI 800 - Issues in Rural Education

Issues in providing education to rural communities; unique problems and opportunities of rural schools; instructional adaptations in rural settings.

Credits: 3

EDCI 801 - Meta Theory: Research Review and Applications

The study of techniques and resources which are employed in the evaluation and synthesis of research and evidence.

Prerequisites & Notes

PREQ: 606.

Credits: 3

EDCI 802 - Program Evaluation for Educational Leaders

Addresses the range of approaches within education program evaluation, the standards established by the profession, and the skills needed to conduct program evaluation.

Credits: 3

EDCI 805 - Advanced Studies in the Foundations of Education

Advanced studies in the historical, social, political, and philosophical influences on education and schooling in the United States.

Credits: 3

EDCI 806 - Advanced Research Methods

Logic, techniques, limitations, and applications of case-studies, survey methods, causal comparative methods, and modeling; emphasis upon use in decision making.

Credits: 3

EDCI 807 - Cognitive Issues in Curriculum and Instruction

Fundamentals of cognition, with emphasis on application to instructional design and learning environments; current research and special topics in cognition.

Credits: 3

EDCI 808 - Advanced Studies in Teaching Methods

Examines alternative models of instruction and their roots in learning theory.

Credits: 3

EDCI 809 - Current Literature in the Leadership of Curriculum and Instruction

Students construct insight relating the literature on school leadership to contemporary thinking on curriculum and instruction.

Credits: 3

EDCI 811 - Curriculum Theory

Students construct insight relating leadership to the philosophical, theoretical and historical foundations of curriculum and educational improvement through independent research and peer collaboration.

Credits: 3

EDCI 895 - Doctoral Research Seminar

Exploration of an area of research interest, problem development, and the creation of an appropriate research strategy for addressing the problem. S/U grading.

Credits: 3

ECON 607 - Managerial Economics

Application of the analytical tools of economic theory to decision making by management.

Credits: 3

ECON 608 - Business and Managerial Forecasting

Analysis of current and prospective levels of national economic activity; emphasis on the art and science of forecasting future business conditions using available business indicators.

Credits: 3

ECON 609 - International Economics

International trade and capital movements, balance of payments, barriers to trade, international economic policies.

Credits: 3

ECON 682 - Research Project in Economics

Prerequisites & Notes

PREQ: Detailed project proposal must be approved by department head and director, graduate programs in business.
Credits: 3, R6

ECON 693 - Topics in Economics

Prerequisites & Notes

PREQ: Permission of department head and director of graduate programs in business.
Credits: 3, R6

EDPY 591 - Topics in Education and Psychology

Prerequisites & Notes

PREQ: Permission of department head.
Credits: 1, R3

EDPY 592 - Topics in Education and Psychology

Prerequisites & Notes

PREQ: Permission of department head.
Credits: 2, R6

EDPY 593 - Topics in Education and Psychology

Prerequisites & Notes

PREQ: Permission of department head.
Credits: 3, R6

EDPY 691 - Topics in Education and Psychology

Prerequisites & Notes

PREQ: Permission of department head.
Credits: 1, R3

EDPY 692 - Topics in Education and Psychology

Prerequisites & Notes

PREQ: Permission of department head.
Credits: 2, R6

EDPY 693 - Topics in Education and Psychology

Prerequisites & Notes

PREQ: Permission of department head.
Credits: 3, R6

EDPY 793 - Selected Topics in Education and Psychology

S/U grading.

Prerequisites & Notes

PREQ: Ed.S. degree and permission of department head.

Credits: 3, R12

EDL 611 - Managing Educational Organizations

Investigation of school-site management issues, including budget, personnel, facilities, schedules, transportation, food services, student accounting, discipline, and school safety.

Credits: 3

EDL 612 - School-based Curriculum and Instructional Leadership

Role of school leaders in enhancing teaching, learning, and curriculum development; topics include mentoring, professional development, school climate, learning communities, and high expectations for all students.

Credits: 3

EDL 615 - International School Leadership

School application of leadership theory from an international perspective. Leadership theories, situations, responsibilities in schools, and the aesthetic dimensions of leadership.

Credits: 3

EDL 620 - Legal and Ethical Foundations of Public Education

Principles of school law and ethical practice; authority, responsibility, and liability of school boards, administrators, and teachers; significant court cases.

Credits: 3

EDL 625 - Introduction to School Leadership

Overview of leadership in educational organizations. Understand organizational theory, leadership of groups and individuals, and principles of school law.

Credits: 3

EDL 660 - School–Community Relations

Developing and maintaining appropriate relationships with diverse audiences; communicating effectively with a variety of publics; techniques and tools for building positive school communities.

Credits: 3

EDL 680 - Problems in School Administration

Discovery and implementation of practical solutions to problems encountered by school administrators.

Prerequisites & Notes

PREQ: Permission of advisor.

Credits: 1-3, R3

EDL 685 - Internship Orientation

Introduction to field-based internships. Includes self-assessment, collaborative decision-making, case study, and problem-based learning activities.

Prerequisites & Notes

PREQ: Permission of advisor.

Credits: 1

EDL 686 - School-Site Internship I

An administrative internship under supervision of a practicing principal and university faculty. Seminar sessions held concurrently.

Prerequisites & Notes

PREQ: Permission of advisor and, for part time students, EDL 685.

Credits: 2-3

EDL 687 - School-Site Internship II

Administrative internship under supervision of practicing principal and university faculty. Second of two required internships. Seminar sessions held concurrently.

Prerequisites & Notes

PREQ: 686.

Credits: 3

EDL 705 - Leadership for Educational Programs

Function, organization, and leadership responsibilities of the central office supervisory staff, with an emphasis on system-wide program coordination.

Prerequisites & Notes

PREQ: EDSU 605.

Credits: 3

EDL 714 - Role of School Leaders in Special Education

Supervisory role of school leaders in supporting general and special education teachers to meet the needs of students with disabilities.

Credits: 3

EDL 715 - Leadership of Professional Learning

Application of adult learning/development of professional learning experiences for faculty and staff in schools.

Credits: 3

EDL 730 - School Finance and Business Management

Principles and practices of financing public education; revenue and allocation plans; budgeting; and management of school funds.

Credits: 3

EDL 731 - Policy Development and Analysis

Visioning, strategic planning, organizational goals and objectives, and policy development are major topics. An analysis of policy and its effect on organizational performance is included.
Credits: 3

EDL 732 - Leadership in the Integration of Educational Technology

Policy and practice in educational technology curricular integration in education. Leadership issues in curriculum, such as alignment between national/state standards and local implementation are examined.
Credits: 3

EDL 740 - School Plant Planning and Management

Determination of needs; planning construction and remodeling; efficient use of school plants.
Credits: 2

EDL 750 - Educational Human Resource Management

This course studies personnel management in the public schools with issues such as recruitment, selection, staff development, and supervision.
Credits: 3

EDL 760 - School Community Relations

Role of the senior educational leader in developing and maintaining appropriate relationships; communication with the public; techniques, instruments, and tools for improving relationships.
Credits: 3

EDL 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.
Prerequisites & Notes
PREQ: Must NOT be enrolled in a thesis program.
Credits: 1, R10

EDL 793 - Topics in School Administration

Scheduling; negotiations; budgeting; management information systems; surveys; changes in school law.
Prerequisites & Notes
PREQ: Permission of instructor.
Credits: 1-3, R3

EDL 795 - Seminar in Supervision

Prerequisites & Notes
PREQ: EDSU 605.
Credits: 2

EDL 799 - Continuing Research—Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.
Credits: 2, R24

EDL 800 - Advanced Leadership Theory

Advanced study of leadership theory. Leadership roles and expectations in educational organizations. Comparisons and analysis of effective and ineffective leadership.
Credits: 3

EDL 810 - Behavior and Management of Educational Organizations

Organizational structures and functions, focusing on rural educational organizations and the behavior of groups and individuals within them.
Credits: 3

EDL 820 - Educational Politics and Policies

This course examines the political factors that may influence educational policy decisions.
Credits: 3

EDL 876 - Ethics in Educational Leadership

In depth examination of the current and anticipated issues and dilemmas facing public education.
Credits: 3

EDL 877 - The Superintendency

Position and roles of the school superintendent; examination of current issues and challenges.
Credits: 3

EDL 878 - District Level Leadership

Advanced study of public school district level leaders and their roles and responsibilities. The multiple aspects of the various district level positions are examined.
Credits: 3

EDL 883 - Internship in Rural School Leadership I

First part of two internship experiences. S/U grading. Seminar sessions held concurrently.

Prerequisites & Notes

PREQ: Permission of advisor.

Credits: -3, R3

EDL 884 - Internship in Rural School Leadership II

Second part of two internship experiences. S/U grading. Seminar sessions held concurrently.

Prerequisites & Notes

PREQ: Permission of advisor.
Credits: 1-3, R3

EDL 885 - Internship in Rural School Leadership III

Third part of three internship experiences. S/U grading. Seminar sessions held concurrently.
Credits: 1-3, R3

EDL 895 - Advanced Seminar in Instructional Leadership

An investigation of an instructional problem: studying and solving it.
Credits: 3

EDL 896 - Seminar in School Law

An in-depth investigation and analysis, in a seminar setting, of current issues and trends in the law affecting school operations.

Prerequisites & Notes

PREQ: 620.
Credits: 3

EDL 898 - Doctoral Seminar in Educational Leadership

The seminar explores strategies used to provide leadership for rural educators. Case studies, models, research, and interviews are used to understand leadership theory and practice.
Credits: 3

EDL 899 - Dissertation in School Leadership

The culminating activity of the doctoral program in educational leadership. S/U grading.

Prerequisites & Notes

PREQ: Approval of student's doctoral committee.
Credits: 1-6, R12

EDL 999 - Continuing Research-Dissertation

See Policy on Completion of Thesis and Dissertation found in the Admission and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.
Credits: 2, R24

EDSU 605 - Principles of Supervision

Purposes and philosophies of supervision; basic laws of human relationships, concepts of leadership and change; the change-agent role in instructional improvement.
Credits: 3

EDSU 615 - Techniques of Supervision

Practical applications of supervisory principles for improving instructional staff and programs.

Prerequisites & Notes

PREQ: 605.

Credits: 3

EDSU 620 - School-Based Instructional Leadership

Function, organization, and techniques of school-based supervisory support for teachers, including roles of principal, mentor teacher, curriculum coordinator, and support teams.

Prerequisites & Notes

PREQ: 605 or permission of department head.

Credits: 3

EDSU 630 - School Improvement

Exploration of the developmental process of school improvement focusing on school leadership. Site-based management, total quality management, and outcomes-based models are explored.

Prerequisites & Notes

PREQ: 605.

Credits: 3

EDSU 635 - Supervision of the Novice Teacher

Techniques of supervising student teachers and beginning teachers during the initial certification period.

Credits: 3

EDSU 680 - Problems in Supervision

Prerequisites & Notes

PREQ: 605.

Credits: 1, R3

EDSU 685 - Internship in Supervision

Supervised work at the school level or at the departmental level in higher education. S/U grading.

Prerequisites & Notes

PREQ: 605.

Credits: 2

EDSU 693 - Topics in Supervision

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1, R3

ELMG 515 - Language Arts Methods

Advanced development of language arts methods, materials, and teaching strategies for grades K-9.

Credits: 3

ELMG 516 - Science Methods

Advanced development of science methods, materials, and teaching strategies for grades K-9.
Credits: 3

ELMG 517 - Social Studies Methods

Advanced development of social studies methods, materials, and teaching strategies for grades K-9.
Credits: 3

ELMG 519 - Mathematics Methods for Grades 4-9

Advanced development of mathematical concepts, programs, methods, and materials for grades 4-9.
Credits: 3

ELMG 593 - Topics in Elementary and Middle Grades Education

This course is available to elementary and middle grades students.
Credits: (3)

EDEL 601 - Elementary School Curriculum

Content and methods; evaluation of practices and recent developments.
Credits: 3

EDEL 614 - Issues and Trends in Elementary Education

Credits: 2

EDEL 695 - Research Seminar in Elementary Education I

Development and presentation of a research proposal.

Prerequisites & Notes

PREQ: 601; EDCI 602, and permission of department head.

Credits: 2

EDEL 696 - Research Seminar in Elementary Education II

Presentation of research project carried out in an appropriate elementary classroom.

Prerequisites & Notes

PREQ: 695.

Credits: 2

EDEL 701 - Seminar in Elementary School Curriculum

Forces affecting curriculum development, strategies for implementing changes, formulation of curriculum development models.

Prerequisites & Notes

PREQ: 601 or EDCI 604.

Credits: 3

EDEL 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Must NOT be enrolled in a thesis program.

Credits: 1, R10

EDEL 782 - Research in Elementary Education

Prerequisites & Notes

PREQ: EDCI 602.

Credits: 3

EDEL 796 - Advanced Research Seminar in Elementary Education II

Presentation of a student-conducted research.

Prerequisites & Notes

PREQ: 795.

Credits: 3

EDEL 798 - Advanced Research Seminar in Middle Grades Education II

Presentation of student-conducted research.

Prerequisites & Notes

PREQ: 797.

Credits: 3

EDRD 567 - Adolescent Literature

The reading development and reading interests of adolescents; evaluation criteria; instructional strategies; this course requires comprehensive reading of a wide genre of books.

Credits: 3

EDRD 653 - Advanced Children's Literature

Literary experience in the total language arts curriculum, selection of materials, guiding children's study of literature.

Credits: 3

ELMG 566 - Computers in Education

Introduction to the use of computers in school settings; emphasis on instructional applications, issues, and trends.

Credits: 3

ELMG 603 - Elementary Science Curriculum

Curricular development and research in teaching science; current issues and trends.
Credits: 3

ELMG 604 - Elementary Social Studies Curriculum

Curricular development and research in teaching social studies; current issues and trends.
Credits: 3

ELMG 605 - Elementary Math Curriculum

Curricular development and research in teaching math; current issues and trends.
Credits: 3

ELMG 606 - Elementary and Middle Grades Language Arts Curriculum

Curricular development and research in teaching language arts; current issues and trends.
Credits: 3

ELMG 607 - Mathematical Problem-Solving in the Elementary/Middle School

Teaching methods, issues, and curriculum development of mathematical problem solving strategies appropriate for elementary and middle school students.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

ELMG 608 - Diagnosis and Remediation in Elementary/Middle School Mathematics

Diagnostic/prescriptive strategies for elementary and middle school mathematics teachers.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

ELMG 610 - Distance Education

The development of distance education concepts: theory, administration, programs, methods and curriculum.

Prerequisites & Notes

PREQ: 566 or permission of instructor.

Credits: 3

ELMG 666 - Projects in Educational Computing

Research and advanced projects related to the use of computers in educational settings.

Prerequisites & Notes

PREQ: 566 or approval of instructor.

Credits: 3

ELMG 675 - Workshop in Elementary Education

Content, methods, and materials to meet specific in-service needs of an individual school or system.

Credits: 3

ET 510 - Advanced Parametric Modeling and Prototyping

Advanced design methods and rapid prototyping procedures. Focused study will be on 3-D parametrics, advanced graphics, rapid prototyping systems and methods. 2 Lecture 2 Lab.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

ET 521 - Ergonomics

Theories and applications of ergonomic principles for the workplace. Topics include ergonomic tools, standards, guidelines, training programs, case studies, work-site analysis, common occupational injuries.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

ET 522 - Advanced Polymer Technology

Theory and application of molding processes; emphasis on thermoplastic and thermoset injection; topics in polymer science and microprocessing.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

ET 524 - Facilities Management and Maintenance

Management and maintenance of residential, commercial, and industrial building systems. Functions and evaluation of systems for heating, cooling, electrical, communications, water, waste, protective coatings and roofing, lawns, and roadways.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

ET 534 - Facilities Layout

Problem analysis and design of facilities; layout, planning, flow analysis, scheduling, and support of physical facilities.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

ET 536 - Engineering Economic Analysis

The economics of decision-making, including break-even, least cost, and alternatives related to the time-value of money.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

ET 570 - Telecommunications and Networking Systems

Theory of communication systems, operations, protocols, configuration and control. Managing communication systems for engineering and technology support.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

ET 575 - Systems Integration and Management

Methods of planning, scheduling, directing and supervising technology based systems. Models for monitoring and evaluating systems management will be studied.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

ET 593 - Topics in Engineering Technology

Credits: 1-3, R6

ET 603 - Applied Research Methods and Experimental Design

An applied study of research methods and designed experiments for decision making. Statistical methods, and interpretation of technical data for system improvement.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

ET 641 - Quality Assurance

Quality management methods and models for continuous improvement. Standards, implementation, deployment, and assessment strategies will be covered.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

ET 642 - Automation Systems

Manufacturing system analysis and decision-making regarding the selection and implementation of automation equipment; an overview of traditional manufacturing systems and analyses; evaluation of the need and justification for automation systems; and Computer Integrated Manufacturing (CIM) systems.

Prerequisites & Notes

PREQ: A course or demonstrated competency in computer programming.

Credits: 3

ET 644 - Data Acquisitions, Systems Control and Biometrics

Systems analysis of modern data capture, acquisitions and control. Focus will be on integration and control of automated systems.

Prerequisites & Notes

PREQ: A course or demonstrated competency in computer application and permission of instructor.
Credits: 3

ET 648 - Manufacturing Research and Analysis

Research and analysis of current manufacturing materials, methods, and control systems relevant to engineering applications.

Prerequisites & Notes

PREQ: Permission of instructor.
Credits: 3

ET 680 - Independent Study

Credits: 3, R6

ET 688 - Directed Project

A formal engineering or technology investigation of a particular problem under the guidance of the advisory committee/major professor. Not applicable to a thesis option plan of study. Enrollment during at least two consecutive terms for a minimum of three credits required.

Credits: 1-3, R6

ET 695 - Seminar in Engineering Technology

Prerequisites & Notes

PREQ: Permission of instructor.
Credits: 1-3, R6

ET 699 - Thesis

Prerequisites & Notes

PREQ: Permission of instructor.
Credits: 3, R6

ET 779 - Continuing Applied Research

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Must NOT be enrolled in a thesis program.
Credits: 1, R10

ET 799 - Continuing Research—Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Student must be enrolled in a thesis program.
Credits: 2, R24

ENGL - Technical Writing for Business and Industry

Practical applications to technical communications; examination of contemporary theory. Students write, edit, graphically design, layout, and produce documents/presentations utilizing desktop and Internet publishing.

Credits: 3

ENGL 501 - Writing for Careers

Theory and application of rhetoric in professional communication; emphasis on triad of author, subject, and audience. Practical assignments: memos, letters, resumes, reports, and persuasive messages.

Credits: 3

ENGL 514 - Fundamentals of Teaching Composition

Theoretical and practical basis for designing and teaching composition course; analysis of rhetorical, cognitive, and linguistic approaches. Practical, research-based techniques and issues.

Credits: 3

ENGL 515 - Linguistics

Introduction to sound systems, word systems, sentence patterns; social/regional dialects; psycholinguistics, child/adult language acquisition; historical linguistics; linguistic reconstruction; neurolinguistics; pragmatics, language typology.

Credits: 3

ENGL 516 - Teaching English as a Second Language

Current trends/strategies in teaching English to non-native speakers. Aspects of American culture that affect language learning.

Credits: 3

ENGL 517 - Methods of Teaching Literature

Methods of teaching poetry, world literature, young adult literature; technologies which enhance teaching.

Prerequisites & Notes

PREQ: Admission to M.A.T. in English or permission of instructor.

Credits: 3

ENGL 550 - Major British Writers

Selected works of one or more important British authors from a single historical period.

Credits: 3, R9

ENGL 564 - Native American Literature

Ancient oral tradition and contemporary works. Perceptions of culture, environment, and time observed in "old ways" stories; how influences emerge in "new way" poetry and fiction.

Credits: 3

ENGL 571 - Modern Poetry

Developments in poetry, forms, and readership. Frost, Yeats, Hardy, Pound, Eliot, Moore, Neruda, Sexton, Plath, Rich, Lowell, Brooks, etc., examined in context of current criticism.
Credits: 3

ENGL 572 - Modern Fiction

How modern texts move away from traditionally “representational” ways of developing plot, character, setting, and point-of-view. Works examined in context of current criticism/theory.
Credits: 3

ENGL 573 - Modern Drama

Introduction to major figures of theatrical production from 1875 to contemporary; from realistic social dramas to surrealist dream plays. Includes “acting out” and field trips.
Credits: 3

ENGL 580 - Studies in English

Independent study/directed research in English.

Prerequisites & Notes

PREQ: Permission of instructor and department head.

Credits: 3, R6

ENGL 589 - Co-op: Writing and Editing

Cooperative education assignments are professional (often off-campus) experiences designed for students who wish to apply their theoretical learning to an on-the-job situation. S/U grading.

Prerequisites & Notes

PREQ: Enrollment for at least one term in the graduate English program; B average in graduate work; approval of advisor, department head, and cooperative education coordinator.

Credits: 3, R6

ENGL 600 - Selected Ethnic Literature

Exploration of literature outside the Eurocentric canon. Introduces cultural diversity: African American, Asian American, Hispanic American, or Native American literature; international or multicultural literature.

Credits: 3

ENGL 601 - Gender Studies

Feminist theory; ways in which male and female authors construct gender; how representations of men and women have influenced how we think about society and culture.

Credits: 3

ENGL 602 - African American Literature

Survey of African-American literature; focus on postmodernist period. Background in African-American literary theory/history; concentration on explosion of literature in late twentieth century.

Credits: 3

ENGL 603 - Writing for the Marketplace

Provides an overview of the profession. Helps students identify and investigate the many fields in which they can write professionally, using traditional and electronic techniques.

Credits: 3

ENGL 604 - Writing for Electronic Environments

Teaches clear, coherent writing in a variety of electronic environments, including multimedia presentation and publication, web page design, and computer documentation.

Credits: 3

ENGL 606 - Nonfiction Writing

“Literary” or creative nonfiction writing for small presses or popular magazines; emphasis on personal experience, personal reflection, and profile essays.

Credits: 3

ENGL 607 - Breaking into Publishing

Designed to meet needs of students seeking employment in the publishing field; emphasis on theoretical knowledge/practical applications.

Credits: 3

ENGL 608 - Fiction Writing

Students write short stories (or chapters); explore trends in twentieth-century fiction: interior monologue, present-tense narration, second-person narration, third-person interior monologue, multiple flashbacks/time sequencing.

Credits: 3

ENGL 609 - Poetry Writing

Writing and reading poetry; in-depth discussion of student work. Preparation of portfolio of original poems; study of major poets and formal elements of poetry.

Credits: 3

ENGL 610 - History of Rhetoric

In-depth survey of the western rhetorical tradition from classical times to the present, with the principal focus on major contributions through the twentieth century.

Credits: 3

ENGL 611 - Mountain Area Writing Project

By invitation only to K-12 teachers (all subjects) within Western North Carolina, Region 8. Focus on principal aims of National Writing Project and North Carolina Writing Projects, with which it is affiliated.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 6

ENGL 612 - The Mountain Area Writing Project (Level 2)

A follow-up extension of ENGL 611, open only to K-12 public school teachers through invitation. Rare exceptions made with permission of instructors.

Credits: 3

ENGL 613 - Stylistics

In-depth study of the rhetoric of style. Examination of professional writing; how and why writers might choose sentence type, vocabulary, punctuation, and syntax.

Credits: 3

ENGL 614 - Contemporary Rhetoric

In-depth survey of rhetoric in the late twentieth century; examination of theory/application of “new rhetorics.”

Credits: 3

ENGL 615 - Linguistic Perspectives

Specific focus will vary: may cover phonology, morphology, syntax, sociolinguistics, dialectology, psycholinguistics, and child/adult language acquisition.

Prerequisites & Notes

PREQ: ENGL 515 or permission of instructor.

Credits: 3

ENGL 616 - Foundations of ESL and Language Learning

Introduction to second language acquisition (SLA): language learning, learning theory, needs analysis, assessment, and factors in variability of SLA.

Prerequisites & Notes

PREQ: Admission to program or consent of instructor.

Credits: 3

ENGL 617 - Historical Linguistics

Attention to language in historical context: language families, linguistic change, and linguistic reconstruction. Focus on changes in phonology, morphology, syntax, semantics, and orthography of English language.

Credits: 3

ENGL 618 - Methods of Literary Research and Bibliography

Fundamentals of literary research; history, production, and description of printed books.

Prerequisites & Notes

Required for all graduate students in the M.A., the M.A.T., and the M.A.Ed. in English.

Credits: 3

ENGL 619 - English Grammars

Internal structure of English, particularly its syntax: traditional grammar, American structuralism, and generative grammar; primary focus on Chomskyan and other competing models.

Credits: 3

ENGL 620 - Chaucer

Chaucer's major poetry/ historical epoch analyzed; particular emphasis on The Canterbury Tales, Troilus and Criseyde, and the dream visions. All selections read in Middle English.

Credits: 3

ENGL 621 - Medieval Language and Literature

Introduction to the structure, syntax, grammar, and vocabulary of Middle English; major works written between 1066 and 1500 are examined, in original and translation.

Credits: 3

ENGL 622 - Anglo-Saxon Language and Literature

Emphasis on Old English language, major works, in translation and in original. Students will become familiar with Old English history and the culture.

Credits: 3

ENGL 625 - Applied Phonetics and Pronunciation Teaching

The study of the English sound system as it applies to developing speaking abilities in ESL students.

Credits: 3

ENGL 626 - ESL Methodology: Listening and Speaking

This core course for the MA-TESOL degree provides an overview of ESL/EFL methodology focusing on aural/oral skills (listening comprehension, pronunciation, and overall speaking instruction).

Credits: 3

ENGL 627 - ESL Methodology: Reading and Writing

ESL theory and practice for reading and writing development: vocabulary, grammar, content-based and task-based instruction. Critique of textbooks, materials, effective techniques.

Credits: 3

ENGL 628 - ESL Curriculum and Administration

Survey and analysis of curriculum and syllabus design. Theoretical and practical issues in selecting content and developing instructional materials for ESL/EFL program development and administration.

Prerequisites & Notes

PREQ: 616, 626, 627.

Credits: (3)

ENGL 630 - The Bible as Literature

Study of the Bible from a literary perspective, examining major portions of the text for its subjects, themes, literary styles and genres.

Credits: 3

ENGL 631 - Shakespeare

Approach to selected works of Shakespeare from a specialized perspective, depending on instructor's preference and students' needs: e.g., dramatic language, great tragedies, critical approaches.

Credits: 3

ENGL 632 - Renaissance Literature

Literature of Early Modern period from a specialized perspective, depending on instructor's preference and students' needs: e.g., Renaissance idealism, Sidney/Spenser, sonnets, Tudor–Stuart drama.

Credits: 3

ENGL 635 - Teaching Grammar, Reading and Writing to ESL Students.

The study of English grammar and its application to teaching and writing to ESL students.

Credits: 3

ENGL 641 - Milton

Examination of theological, mythological, political, and poetic issues in Paradise Lost and Samson Agonistes, minor poems. Introduction to major prose works.

Credits: 3

ENGL 642 - Seventeenth-Century Poetry and Prose

Works of notable poets; special attention to Cavalier, Metaphysical, and Meditational poetry, and prose writings with attention to issues of theme and style.

Credits: 3

ENGL 643 - Literature of the Enlightenment

Focus on artistic constructs of order (heroic couplet, Augustan diction); developments within artistic genres (satire, novel, and periodical); dynamic cultural temperaments.

Credits: 3

ENGL 645 - Second Language Acquisition and TESOL Methodology

Current theories and research on second language acquisition and their application to language pedagogies.

Credits: 3

ENGL 651 - Romantic Literature

Romantic movement in England and its revolutionary themes through study of major modern interpretations. Poetry of Wordsworth, Coleridge, Blake, Byron, Keats, and Shelley.

Credits: 3

ENGL 652 - Victorian Literature

Study of mid-late nineteenth-century poetry and prose, from Carlyle to Pater; Dickens to Tennyson; Pre-Raphaelite poetry and painting.

Credits: 3

ENGL 653 - Nineteenth-Century British Fiction

Genre of the novel from beginning to end of century: Austen, Dickens, Eliot, Hardy. Survey of other fiction: Bildungsroman, historical fiction, romance, social realism, comedy.

Credits: 3

ENGL 655 - Professional Development of the ESL Teacher

An examination of language assessment and professional requirements for ESL teachers in North Carolina.

Credits: 3

ENGL 660 - Early American Literature through Romanticism

Examination of American literature from first European contacts through flowering of American Renaissance. Inquiry into what it meant to face the radical unknown, become a nation, and form an indigenous literature.

Credits: 3

ENGL 661 - American Realism through Modernism

Writers from latter nineteenth century to World War II: analysis of pioneers of realism to practitioners of modernism; also, study of poets and dramatists.

Credits: 3

ENGL 662 - American Post-Modern Literature

Study of technical experimentation begun in modernist era; notable writers since World War II in all major genres.

Credits: 3

ENGL 670 - Early Twentieth-Century British Literature

Literary trends dominating first four decades of twentieth century; emphasis on Yeats, Conrad, Eliot, Woolf, Lawrence; also, works in English from United States or other countries.

Credits: 3

ENGL 671 - Late Twentieth Century British Literature

A multigenre view of literature since World War II; writers in English, or in English translation.
Credits: 3

ENGL 672 - Twentieth-Century Genre

Examination of one or more major genres: drama, poetry, novel, short story, creative nonfiction, biography, or film in the twentieth century.
Credits: 3

ENGL 673 - Global and Postcolonial Literature

Non-Western literature and film from formerly colonized areas such as Africa, India, Australia, New Zealand, and the Caribbean that share English as literary language.
Credits: 3

ENGL 676 - Pre-Twentieth Century Criticism and Theory

Historical overview of major critics/critical theory of western civilization: Plato, Aristotle, Horace, Sidney, Bacon, Pope, Dryden, Kant, Coleridge, Wordsworth, Poe, Emerson, Arnold, and Zola.
Credits: 3

ENGL 677 - Twentieth-Century Literary Criticism and Theory

Study of major developments in critical theory since 1900: Formalism, Structuralism, Post structuralism, Reader-Response Criticism, Marxism, Psychological and Mythic Criticism, and Feminism.
Credits: 3

ENGL 683 - TESOL Practicum

Students will team-teach one ESL class, exploring principles of language learning, intercultural communication, ESL methodology, and the multidimensional nature of the English language classroom.

Prerequisites & Notes

PREQ: 616, 626, 627.

Credits: (3)

ENGL 693 - Special Topics in English

Varying topics of specialized focus.
Credits: 3, R6

ENGL 699 - Thesis Research

Only 6 hours of thesis may be counted toward a degree. Students may register for thesis credit the semester after the thesis proposal has been approved. Students may enroll in no more than 6 semester hours of thesis credit during any given semester without approval of the English department's graduate director and department head.
Credits: 3, R12

ENGL 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Must NOT be enrolled in a thesis program.

Credits: 1, R10

ENGL 799 - Continuing Research—Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Student must be enrolled in a thesis program.

Credits: 2, R24

ENT 601 - Entrepreneurial Innovation I

Examination of invention, enhancement, originality, divergent thinking, and innovation in research, development, enhancement, and strategy in businesses and organizations.

Credits: 3

ENT 610 - Entrepreneurial Creation

Examination of the resources, demand, industry and competitive forces, and strategies required for successful entrepreneurial activities.

Credits: 3

ENT 620 - Entrepreneurial Planning

Tools for venture creation and management including marketing, accounting, risk management, human resources, legal issues, and intellectual capital.

Credits: 3

ENT 630 - Entrepreneurial Growth

Venture expansion analysis, global competitiveness, development of distinctive competencies, and growth potential, including e-commerce and international operations.

Credits: 3

ENT 640 - Entrepreneurial Funding

Financial forecasting to include pro forma cash flow development, and the design and development of reporting systems.

Prerequisites & Notes

PREQ: ACCT 251 and 252, or the equivalent.

Credits: 3

ENT 650 - Mezzanine Funding

Financial statements analysis, performance and sensitivity analysis and sources and types of debt and equity funding.

Prerequisites & Notes

PREQ: 640.

Credits: 3

ENT 660 - Entrepreneurial Leadership

Establishing and changing organizational culture, communications and leadership style, vision change and inculcation.

Credits: 3

ENT 670 - Entrepreneurial Strategy

Strategic leadership, deliberate strategy, environmental scanning, competitive assessment, entrepreneurial vision and communication.

Credits: 3

ENT 675 - Entrepreneurial Research

Entrepreneurial research, intellectual capital, and applications for practice.

Credits: 3

ENT 682 - Independent Study

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-3, R6

ENT 693 - Topics in Entrepreneurship

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-6, R9

ENVH 570 - Principles of Epidemiology

Principles and applications of investigation, control, and prevention of disease.

Credits: 3

ENVH 575 - Environmental Program Administration

Intensive study of regulatory program administration; focus on development, implementation, and evaluation of environmental health programs in the government sector.

Credits: 3

ENVH 655 - Hazardous Materials and Waste Management

An application of technical and administrative procedures needed to understand the problems of hazardous materials and waste management, especially as they relate to current generators, transporters, processors, and disposers.

Credits: 3

ENVH 670 - Water Quality

Examination of processes for the development of water resources and water quality. Health implications of water quality management and pollution control will be stressed.

Credits: 3

ENVH 671 - Environmental Regulation and Law

Introduction of basic concepts of environmental law, including the workings of the justice system, the litigation process, witness testimony, and major environmental health laws.

Credits: 3

ENVH 675 - Loss Control through Industrial Hygiene

Reduction of employer healthcare cost through utilization of principles of industrial hygiene and occupational health; cost-effectiveness of preventive medicine in industry.

Credits: 3

FIN 601 - Financial Management

Capital budgeting, financial structure, financial analysis and planning, lease analysis, leverage, working capital management, and international financial management.

Prerequisites & Notes

PREQ: M.B.A. 500 or equivalent.

Credits: 3

FIN 602 - Investment Analysis and Portfolio Management

Evaluation of stocks, fixed-income securities, and investment strategies; fundamental and technical analysis; and modern portfolio theory.

Credits: 3

FIN 682 - Research Project in Finance

Prerequisites & Notes

PREQ: Detailed project proposal must be approved by department head and director of graduate programs in business.

Credits: 3, R6

FIN 693 - Topics in Finance

Prerequisites & Notes

PREQ: Permission of department head and director of graduate programs in business.

Credits: 3, R6

GEOG 502 - Conservation of Natural Resources

Quantity, quality, and distribution of resources in the United States; dilemma of increasing demand on a dwindling resource base.

Credits: 3

GEOG 540 - Topics in Regional Geography

Physical, economic, and social aspects of the geography of a selected region (Asia, Europe, USSR, North America, Middle East, Latin America, and Africa).

Credits: 3, R12

GEOG 544 - Political Geography

Territorial and cultural elements in the formation of national and international boundaries: case studies.

Credits: 3

GEOG 560 - Urban and Regional Land Use Planning

Principles and practices of urban/regional planning; types of planning reports; applications to North Carolina.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

GEOG 562 - Introduction to Urban Geography

Study of the spatial structure and functions of urban places; theories of city origin and growth.

Credits: 3

GEOG 564 - Industrial Location and Community Development

Measures of manufacturing; location theory; decision-making factors in the location of industry; community-development planning practices.

Prerequisites & Notes

PREQ: 350 or permission of instructor.

Credits: 3

GEOG 591 - Topics in Geography

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-3, R6

GEOG 593 - Special Problems

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-3, R6

GEOG 693 - Special Problems in Geography

Prerequisites & Notes

PREQ: Permission of department head.

Credits: 3, R6

GEOL 505 - Hydrogeology

Overview of basic principles and methods of hydrogeology with emphasis on groundwater, groundwater-surface water interactions, geologic controls, water chemistry, field investigations, and environmental problems. 3 Lecture 3 Lab.

Prerequisites & Notes

PREQ: GEOL/GEOG 305 or GEOL/GEOG 302 or permission of instructor.

Credits: 4

GEOL 510 - Fluvial Geomorphology

Survey of channel hydraulics, sediment transport and deposition, and channel responses to natural and anthropogenic disturbances; emphasizes factors controlling channel form and process.

Credits: 3

GEOL 523 - Contaminated Rivers: Assessment, Remediation, and Restoration

Survey of trace metal transport and fate in riverine environments and their potential impacts on ecosystem and human health; emphasizes remediation techniques.

Credits: 3

GEOL 555 - Wetlands

Wetland science and management with an emphasis on physical processes and field techniques.

Credits: 3

GEOL 591 - Topics in Geology

Special course explores a current topic in Geology or Environmental Geology.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-4, R8

GEOL 593 - Special Problems in Geology

Credits: 2, R4

GEOL 601 - Earth Sciences

Survey of the elements of physical and historical geology, weather, climate, and their effect on the geomorphic process.

Credits: 3

GEOL 602 - Earth Sciences

Survey of the elements of physical and historical geology, weather, climate, and their effect on the geomorphic process.
Credits: 3

GEOL 693 - Topics in Geology

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-3, R6

GERN 510 - Healthy and Integrative Aging

An introduction to the field of gerontology with a focus on research, healthy aging and a holistic perspective of human development.

Credits: 3

GERN 680 - Independent Study

A directed independent study in the field of gerontology.

Prerequisites & Notes

PREQ: Permission of advisor.

Credits: 1-3, R9

GERN 688 - Research Practicum

A capstone course with the major focus on designing, researching and implementing a research/practicum project.

Prerequisites & Notes

PREQ: Permission of advisor.

Credits: 3

GERN 693 - Topics

Topics in the field of gerontology.

Credits: 1-3, R9

MHS 510 - Systems and Policy in Health Care

Medical and health services delivery organizations, providers, recipients, financing, and national policy perspectives.

Credits: 3

MHS 530 - Continuing Education for Health Professionals

Theory and principles of adult education as they apply to health professionals and the clinical setting.

Credits: 3

MHS 532 - Principles of Clinical Education

Principles and methods of teaching healthcare occupational skills in clinical settings focusing on defining educational needs, developing curricula, pedagogy, and outcomes assessment.

Credits: 3

MHS 534 - Training and Development in Clinical Settings

Techniques used in designing programs and activities to improve effectiveness of hospitals and other health-service delivery organizations as delineated by organizational needs, culture, and strategic plan.

Credits: 3

MHS 536 - Educational Technology in Health Sciences

Students will experience a wide array of technology applications in order to deliver written, oral, and electronic information appropriately in the allied health field.

Credits: 3

MHS 562 - Leadership Strategies for Health Care Organizations

Human resource management in hospitals and other health service delivery organizations; includes determining need, designing jobs, determining compensation, hiring, and managing employees.

Credits: 3

MHS 564 - Cost Containment/Productivity Management in Healthcare Organizations

Principles of productivity management and budgeting of clinical departments in hospitals and other health service delivery organizations.

Credits: 3

MHS 660 - Health Care Marketing

Fundamentals of marketing applied to the health care environment; brand development and evolution; radical marketing and how technology is revolutionizing health care marketing.

Credits: 3

MHS 662 - HealthCare Organization--Problem Solving and Decision Making

Overview of macrolevel directional decisions and microlevel operational decisions.

Credits: 3

MHS 664 - The Legal Environment of Healthcare

Controls and constraints over the provision of medical and health services and the practices of personnel; includes standards and regulations; applicable legislation and case law.

Credits: 3

MHS 665 - Quality Performance in Health Care Organizations

Quality improvement in patient care delivery; includes program design and new and emerging concepts and practices in quality management.

Credits: 3

MHS 668 - Health Care Informatics

Overview of automated information systems, flow charting and mainframe healthcare systems, technology considerations, artificial intelligence, programming and application in healthcare settings.

Credits: 3

MHS 675 - Research Methodology in the Health Sciences

Overview of history and philosophies of research, topic selection, data gathering and presentation, report writing, and proposal development.

Credits: 3

MHS 680 - Directed Independent Study in Health Sciences

A limited course for independent study; goals, methods, and expected outcomes approved in advance by program faculty; process monitored and outcome evaluated by program faculty.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-3, R6

MHS 687 - Internship in Health Care Organizations

A carefully planned, practical, service-learning experience at a health related agency or clinical facility; tailored to individual students.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

MHS 693 - Special Topics in Health Sciences

In-depth study of a selected subject related to health sciences.

Credits: 3, R6

MHS 694 - Seminar in Healthcare Management Issues

Analysis of management problems and issues emphasizing service unit needs.

Prerequisites & Notes

PREQ: Acceptance in the M.H.S. program or permission of instructor.

Credits: 3

MHS 696 - Research Seminar in Health Sciences

Preparation of project or thesis proposal with a data gathering instrument, IRB application and variable file under the direction of MHS faculty.

Prerequisites & Notes

PREQ: Completion of 24 semester hours applicable toward M.H.S. degree.

Credits: 3

MHS 698 - Project in Health Sciences

Students work independently under the direction of one faculty member on an analysis of a topic, synthesis, or creative application of existing scholarship to a specific problem, the result of which is a scholarly paper.

Prerequisites & Notes

PREQ: 675.

Credits: 3, R6

MHS 699 - Thesis

Prerequisites & Notes

PREQ: 675.

Credits: 3, R12

MHS 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Must NOT be enrolled in a thesis program.

Credits: 1, R10

MHS 799 - Continuing Research—Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Student must be enrolled in a thesis program.

Credits: 2, R24

EDHE 531 - Foundations of Adult Education

Historical, sociological, psychological, and philosophical foundations of adult education; the nature and characteristics of adult learners; review of research.

Credits: 3

EDHE 605 - The Two-Year College

The two-year institution's function in higher education.

Credits: 3

EDHE 610 - Two-Year College Instruction

Theories of instruction: emphasis on strategies appropriate to different abilities, interests, and learning levels.

Credits: 3

EDHE 636 - Two-Year College Curriculum Development

Principles and processes of program planning and curriculum development.

Credits: 3

EDHE 650 - Program Development and Evaluation

Principles of evaluation and improvement of programming for all college functions. Special emphasis is placed upon student services and non-curriculum outcomes.

Credits: 3

EDHE 683 - Internship: Two-Year College Administration

Fieldwork at the department or division level in an institution of higher education.

Prerequisites & Notes

PREQ: Consent of advisor.

Credits: 3, R9

EDHE 686 - Practicum in Two-Year College Teaching

S/U grading.

Prerequisites & Notes

PREQ: 610.

Credits: 2

EDHE 693 - Topics in Higher Education

Short-term, high-interest topics related to administration and curriculum in higher education.

Prerequisites & Notes

PREQ: A course in higher education or permission of instructor.

Credits: 1-3, R6

EDHE 695 - Seminar on the Two-Year College

Credits: 2

EDHE 710 - Administration of Two-Year Colleges

Credits: 3

EDHE 805 - Role of Higher Education in Society

Contextual role of higher education in society. Special emphasis on how issues generated by these roles confront higher education leaders.

Credits: 3

EDHE 810 - Community College/Higher Education Leadership

Advanced study of higher education leadership. Problems associated with organizational, procedural, and personnel issues in higher education.

Credits: 3

EDHE 820 - Community College/Higher Education Politics and Board Relations

Understanding the relationship between higher education leadership and controlling boards; state, regional and local political influence on higher education policy.

Credits: 3

EDHE 830 - Adult Programming in Community College and Higher Education

Principles of adult education used to examine the establishment of comprehensive programming plans for institutions of higher education.

Credits: 3

EDHE 840 - Community College/Higher Education Finance & Business Operation

Higher education funding procedures and models of business operations.

Credits: 3

HIST 511 - Western Imperialism 1500 to the Present

Western Imperialism in the Americas, Africa, and Asia; World War I and its aftermath; the roots of Third World independence movements.

Credits: 3

HIST 512 - Early Modern Europe

The Reformation; development of the modern state; scientific revolution; rise of capitalism; social change.

Credits: 3

HIST 513 - Europe in the Eighteenth Century

The Old Regime; wars of expansion, the Enlightenment; the French Revolution and Napoleon.

Credits: 3

HIST 514 - Europe in the Nineteenth Century

Post-Napoleonic settlement; internal, colonial, and imperial developments; unification movements; the background of World War I.

Credits: 3

HIST 516 - Europe in the Twentieth Century

World War I: Paris Peace Conference, domestic developments, the rise of "isms" in Russia, Italy, and German. World War II: postwar reconstruction and reorganization, and the Cold War.

Credits: 3

HIST 521 - Romans, Christians, Barbarians

Explores the three most prominent cultures of the Mediterranean at the end of the Roman Empire.

Credits: 3

HIST 525 - Modern European Military History

Focuses on the era of the two World Wars (1914-1945), emphasizing political, technological, and operational issues.
Credits: 3

HIST 531 - Colonial America, 1492-1763

Political, social, economic, and cultural characteristics.
Credits: 3

HIST 532 - The Revolutionary Era, 1763-1800

Causes and effects of the Revolution, the War for Independence, the Constitution, the Federalist Era.
Credits: 3

HIST 533 - The Young Republic, 1800-1848

Jeffersonian democracy; War of 1812; Era of Good Feeling; Jacksonian democracy; western expansion; the Mexican War.
Credits: 3

HIST 534 - Civil War and Reconstruction, 1848-1877

Sectional differences; the secession movement; military operations; Reconstruction.
Credits: 3

HIST 535 - Emergence of Industrial America, 1877-1929

Growth and conflict of organized industry and labor; agrarian decline and revolt; American Imperialism; progressive reform; World War I; postwar crises and prosperity.
Credits: 3

HIST 536 - The United States since 1929

Great Depression; New Deal; World War II; role as Cold War superpower; domestic developments.
Credits: 3

HIST 542 - African-American History

Role of African Americans in American history; African background; religious, cultural, economic, and political institutions, civil rights, struggles, tension assimilation and black nationalism.
Credits: 3

HIST 543 - The American South

Social structure and economic interests of the Antebellum South; impact of Civil War and Reconstruction; the New South; the twentieth-century South; emphasis on regional differences and social transition.
Credits: 3

HIST 545 - Cherokee History

Pre-contact Cherokee society; acculturation; removal; post-removal development of the Cherokee Nation West, and the Eastern Band of the Cherokees.

Credits: 3

HIST 546 - Southern Appalachian History

History and folkways in the period of geographic isolation; changes in regional culture in an age of improved transportation and communications.

Credits: 3

HIST 548 - The American West

Explores the history and literature of the trans-Mississippi West from the time of discovery through the present, emphasizing the period since 1800.

Credits: 3

HIST 550 - War and Memory

Explores perceptions and social history of American Wars in the Twentieth Century.

Credits: 3

HIST 551 - American Women's History

Role of women in American history; conflicting and changing ideologies of femininity and sexuality; women in the family, workplace, and politics.

Credits: 3

HIST 552 - American Diplomatic History

US foreign relations from the colonial period to modern times.

Credits: 3

HIST 554 - American Military History

Military affairs in the United States from the Revolution to the present; emphasis on war as a social institution.

Credits: 3

HIST 555 - American Religious History

Role of organized religion in American history and culture, primarily since 1865.

Credits: 3

HIST 557 - Sports in American History

Interaction between sports and American social, economic, and political history.

Credits: 3

HIST 559 - Sizzlin' Sixties

Explores key events and trends that characterized US history during the 1960s.
Credits: 3

HIST 563 - History of the Mexican Nation

Mexico since 1810; nineteenth-century conflicts; revolution, 1910-1917; progress to the present.
Credits: 3

HIST 571 - Introduction to Public History

Explores such topics as museum displays, reenactments, historical pageants, historic preservation, living history, interpretations, and public policy.
Credits: 3

HIST 572 - Local History and Genealogy

Role of the family and the community in shaping state, regional, and national developments; emphasis on research techniques and local resources. Lecture and fieldwork.
Credits: 3

HIST 573 - Introduction to Museum and Historic Site Interpretation

Theory and practice of interpreting history to the public in museums and historic sites. Exhibit development, research methods, public programming, and audience evaluation.
Credits: 3

HIST 574 - Introduction to Oral History

Explores the uses of oral history, its relationship to other research techniques, the components of interviewing, and the field's numerous ethical, legal, and archival issues.
Credits: 3

HIST 589 - Cooperative Education in History

S/U grading.

Prerequisites & Notes

PREQ: Enrollment for at least one term in the M.A. in History program; B average in graduate work; approval of department head, advisor, and cooperative education coordinator.

Credits: 3

HIST 593 - Topics in History

Credits: 1-3, R12

HIST 631 - Historiography

Survey of the principal historians, interpretations, methodology, and sources dealing with American or European History.

Credits: 3

HIST 632 - Historical Methodologies and Research Design

Exploration of the principal methodologies of historical research and work on the beginning stages of a history thesis/internship project.

Credits: 3

HIST 633 - Advanced Teaching Methodologies in Secondary Social Science Education

Examines instructional strategies and theories for effective teaching of secondary-level social sciences.

Prerequisites & Notes

Required course in the M.A.Ed. Social Science program.

Credits: 3

HIST 680 - Readings in History I

Major interpretative monographs and articles within a selected area. may not be taken more than twice for credit without departmental approval.

Credits: 3, R6

HIST 681 - Readings in History II

Major interpretative monographs and articles within a selected area. may not be taken more than twice for credit without departmental approval

Credits: 3, R6

HIST 682 - Readings in History III

Major interpretative monographs and articles within a selected area. may not be taken more than twice for credit without departmental approval

Credits: 3, R6

HIST 683 - Readings in History IV

Major interpretative monographs and articles within a selected area. may not be taken more than twice for credit without departmental approval

Credits: 3, R6

HIST 688 - Internship in History

Supervised internship in a public history institution or setting. S/U grading.

Prerequisites & Notes

PREQ: Permission of department head.
Credits: 1-3, R-3

HIST 693 - Problems in History

Prerequisites & Notes

PREQ: Preparation in topic or permission of instructor.
Credits: 3, R9

HIST 699 - Thesis

Only 3 hours may be counted toward degree.
Credits: 3, R12

HIST 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Must NOT be enrolled in a thesis program.
Credits: 1, R10

HIST 799 - Continuing Research—Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Student must be enrolled in a thesis program.
Credits: 2, R24

HR 602 - Human Resources Research and Evaluation Methods

An overview of human resources research literature and methods.
Credits: 3

HR 605 - Orientation to Human Resources

An overview of the various areas of Human Resources.
Credits: 3

HR 610 - Human Resource Development

An overview of the training and development functions in organizations.
Credits: 3

HR 611 - E-Learning

An introduction to developing on-line learning systems for educational institutions, business organizations, and government agencies.

Credits: 3

HR 612 - Instructional Design

Developing instructional training programs for education, industry, and government.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

HR 615 - Organization Development

An overview of the practices, theories, and methods of organization development and action learning.

Credits: 3

HR 616 - Web Publishing

An introduction to basic Web publishing with Macromedia's Dreamweaver and Fireworks software.

Credits: 3

HR 617 - Organization Performance

An overview of the practices, theories, and methods of organization performance.

Credits: 3

HR 619 - Assessment Methods in Human Resources

An overview of assessment instruments and methods used in human resources.

Credits: 3

HR 620 - The Design and Use of Instructional Gaming Simulations

Exploration into instructional games and simulations. Selection of gaming-simulations to achieve particular learning objectives and facilitation of simulation exercises. Emphasis is placed on designing and field-testing student made gaming-simulations.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

HR 645 - Consultation in Human Resources

An overview of the consultation process and facilitation skills as applied in business and human resources.

Credits: 3

HR 660 - Career Development/Management Systems

Case histories of successful career-pathing; mentoring, and other career-helping relationships; concepts borrowed from career-planning counselors, professional trainers, and organization development specialists.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

HR 675 - Leadership in Human Resources

An overview of the strategic leadership role performed by human resource professionals.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

HR 676 - Guided Projects in Organization Performance

Guided projects involving the design, development, and implementation of organization performance system interventions.

Credits: 3

HR 677 - Advanced Web Publishing

An introduction to creating animated and interactive e-learning applications for use over the World Wide Web.

Credits: 3

HR 678 - Guided Projects in E-Learning

Developing on-line learning systems for educational institutions, business organizations, and government agencies.

Prerequisites & Notes

PREQ: 611, 612, 616, 677 or permission of instructor.

Credits: 3

HR 683 - Field Experience in Human Resources

Supervised experience in a human resource department of an industry to familiarize students without prior experience with the setting in which they will be employed. Field experience. S/U grading.

Prerequisites & Notes

PREQ: 605, 610, and permission of instructor.

Credits: 3

HR 693 - Selected Topics in Human Resources**Prerequisites & Notes**

PREQ: Permission of instructor.

Credits: 3, R6

HR 698 - Seminar in Human Resources

Trends and issues in human resources; implementation of programs.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

HR 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Must NOT be enrolled in a thesis program.

Credits: 1, R10

IBUS 693 - Topics in International Business

Prerequisites & Notes

PREQ: Permission of department head and director, M.B.A. Program.

Credits: 3, R6

MGT 605 - Organizational Behavior and Analysis

Structural and behavioral aspects of organizations; factors determining form and effectiveness; applications of behavioral research in organizational planning and development.

Prerequisites & Notes

PREQ: M.B.A. 515 or equivalent.

Credits: 3

MGT 606 - Quantitative Analysis for Business

Classical and Bayesian statistical analysis; decision theory; linear programming; transportation and assignment; network analysis, PERT, CPM, inventory analysis, queuing theory, and simulation.

Prerequisites & Notes

PREQ: M.B.A. 510 or equivalent.

Credits: 3

MGT 607 - Strategic Management

Principles, issues, and practices involved in strategically managing both large and small contemporary organizations.

Prerequisites & Notes

PREQ: M.B.A. core courses must be completed prior to or during the term of enrollment.

Credits: 3

MGT 608 - Human Resource Administration

Behavioral approach to acquisition, use and development of human resources in an organization; criteria for effective policies and practices.

Credits: 3

MGT 609 - The Collective Bargaining Process

Labor management relations; role of government; contract negotiation and administration; grievance—arbitration and alternative dispute resolution.

Credits: 3

MGT 611 - Production and Operation Management

Processes, problems, and strategies related to the creation of products and services.

Prerequisites & Notes

PREQ: 606 or permission of instructor.

Credits: 3

MGT 613 - Management of International Operations

Cultural, social, political, economic, and other environmental variables affecting international and multinational management systems and decision-making.

Credits: 3

MGT 614 - Managerial Career Development

Practical considerations for developing managerial careers in large and small organizations from the viewpoint of the individual manager.

Prerequisites & Notes

PREQ: Admission to graduate study.

Credits: 3

MGT 682 - Research Project in Management

Prerequisites & Notes

PREQ: Detailed research project proposal must be prepared by the student and approved by the professor sponsoring the research, the department head, and the director of graduate programs in business.

Credits: 3, R6

MGT 693 - Topics in Management

Prerequisites & Notes

PREQ: Permission of department head.

Credits: 3, R6

MKT 601 - Marketing Management

Techniques of planning, market analysis, and strategic design; emphasis on integration of product, price, promotion, and distribution.

Prerequisites & Notes

PREQ: M.B.A. 520 or equivalent.

Credits: 3

MKT 602 - Marketing Research

The role of marketing research; methodology and technique; emphasis on generating information for solving marketing problems.

Prerequisites & Notes

PREQ: MGT 606.

Credits: 3

MKT 603 - Consumer Behavior

Buyer behavior and marketing strategies; emphasis on research studies from the behavioral sciences.
Credits: 3

MKT 604 - Marketing Communications

Relationship of demand stimulation to business management; analysis of cases emphasizing the management of advertising and promotional efforts in the total marketing concept.

Prerequisites & Notes

PREQ: 601.

Credits: 3

MKT 682 - Research Project in Marketing

Prerequisites & Notes

PREQ: Detailed project proposal must be approved by department head and director of graduate programs in business.

Credits: 3, R6

MKT 693 - Topics in Marketing

Prerequisites & Notes

PREQ: Permission of department head and director of graduate programs in business.

Credits: 3, R6

M.B.A. 500 - Accounting and Finance for Management Analysis

Foundations of Accounting and finance for managerial decision making: lecture, readings, problems, cases.

Prerequisites & Notes

PREQ: Admission to M.B.A. program or permission of M.B.A. Director.

Credits: 3

M.B.A. 505 - Economics and Public Policy

Economic, social, and public policy affecting managerial decisions: lecture, readings, problems, cases.

Prerequisites & Notes

PREQ: Admission to M.B.A. program or permission of M.B.A. Director.

Credits: 3

M.B.A. 510 - Statistical Analysis for Business

Foundations of statistics for managerial decision making; use of computerized simulations: lecture, readings, problems, cases.

Prerequisites & Notes

PREQ: Admission to M.B.A. program or permission of M.B.A. Director.

Credits: 2

M.B.A. 515 - Foundations of Management

Introduction to principles and practices of management; introduction to production process and behavior concepts related to management functions: lecture, readings, problems, cases.

Prerequisites & Notes

PREQ: Admission to M.B.A. program or permission of M.B.A. Director.

Credits: 1

M.B.A. 520 - Foundations of Marketing

Introduction to principles and practices of marketing related to management functions: lecture, readings, problems, cases.

Prerequisites & Notes

PREQ: Admission to M.B.A. program or permission of M.B.A. Director.

Credits: 1

M.B.A. 525 - Social, Political, and Legal Environment for Business

Social and ethical responsibility of business; legal concepts, legislation, and administrative decisions impacting business and management: lecture, readings, problems, cases.

Prerequisites & Notes

PREQ: Admission to M.B.A. program or permission of M.B.A. Director.

Credits: 2

MATH 500 - History of Mathematics

Development of mathematics from a historical perspective. Topics include elementary number theory, probability, algebra, geometry, trigonometry, calculus.

Credits: 3

MATH 507 - Survey of Algebra

Topics from theory of equations, linear algebra, and modern algebra.

Credits: 3

MATH 508 - Survey of Analysis

Review of differential and integral calculus; selected topics from advanced calculus to include the Riemann integral and the fundamental theorem.

Credits: 3

MATH 511 - Foundations in Geometry

Axiomatic approach to the study and development of Euclidean and non-Euclidean geometry.

Credits: 3

MATH 512 - Modern Geometry

Geometries, to include finite geometries; transformational geometry and convexity in Euclidean space.

Credits: 3

MATH 522 - Real Analysis

Sequences of real numbers, continuous functions, and differentiation.

Credits: 3

MATH 523 - Advanced Calculus II

Differentiation, including L'Hospital's rule and Taylor's theorem; integration theory, other classical topics.

Credits: 3

MATH 524 - Complex Variable Theory

The complex number system, limits, continuity, derivatives, transcendental, and multivalued functions, and integration.

Credits: 3

MATH 530 - Mathematical Modeling

Topics including design of models, analysis of stability and sensitivity, optimization, programming, forecasting, differential equation models, diffusion, or wave propagation.

Credits: 3

MATH 541 - Introduction to Numerical Analysis

Numerical techniques in root-finding, interpolation, differentiation and integration, ordinary differential equations, linear systems, and error analysis.

Prerequisites & Notes

PREQ: CS 150 or CS 340 or equivalent.

Credits: 3

MATH 561 - Abstract Algebra

Group theory through the homomorphism theorems; rings and fields through their homomorphism theorems.

Credits: 3

MATH 562 - Linear Algebra

Linear transformations; polynomials and determinant theories; canonical forms; inner product spaces.

Credits: 3

MATH 570 - Statistical Theory II

Point and interval estimation, hypothesis testing, decision theory, likelihood ratio and sequential testing, correlation, and regression.

Prerequisites & Notes

PREQ: 370 or equivalent.

Credits: 3

MATH 589 - Cooperative Education in Mathematics

An elective in addition to existing program requirements. S/U grading.

Prerequisites & Notes

PREQ: Minimum of 9 hours of mathematics at the 600 level with at least a B average, approval of department head, advisor, and cooperative education coordinator.
Credits: 3, R6

MATH 593 - Topics in Mathematics

Prerequisites & Notes

PREQ: Permission of instructor.
Credits: 1-6, R6

MATH 601 - Modern Mathematics for Teachers I

Natural numbers, whole numbers, integers, rational and irrational numbers; for middle grades teachers.
Credits: 3

MATH 602 - Modern Mathematics for Teachers II

Topics from probability and statistics to include permutations, combinations, and distribution.
Credits: 3

MATH 603 - Modern Mathematics for Teachers III

Geometric concepts of proof, congruence, similarity, and geometric equalities and inequalities.
Credits: 3

MATH 609 - Research in Mathematics Education (9-16)

Advanced methods and topics in 9-16 mathematics based on readings in mathematics education research.
Credits: 3

MATH 610 - Teaching Mathematics with Technology

Organizing instruction for appropriate use of a variety of technologies for teaching mathematics.
Credits: 3

MATH 622 - Introduction to Functional Analysis

Point-set Topology, metric spaces, Cauchy sequences, complete spaces, real vector spaces, linear transformations and duals, normed spaces, Banach spaces, Hilbert spaces, l^p -spaces.

Credits: 3

MATH 623 - Advanced Analysis

Selected topics in analysis.

Prerequisites & Notes

PREQ: 622.
Credits: 3

MATH 624 - Complex Analysis

Holomorphic and elementary functions; power series, integration, and representation theorems; the calculus of residues.
Credits: 3

MATH 632 - Methods of Applied Mathematics

Special functions; calculus of variations; integral equations.
Credits: 3

MATH 634 - Partial Differential Equations and Boundary Value Problems

Classification, characteristics, eigenfunctions, Green's function, maximum principle.
Credits: 3

MATH 640 - Numerical Analysis

Numerical techniques in approximation theory, linear and nonlinear systems, and either differential equations or optimization. Convergence and stability issues will also be discussed.

Prerequisites & Notes

PREQ: 541 or equivalent.

Credits: 3

MATH 660 - Algebra

Theory of groups, rings, and fields.

Prerequisites & Notes

PREQ: 561.

Credits: 3

MATH 661 - Applied Algebra

Applications of Boolean algebras, finite fields, and semigroups.

Credits: 3

MATH 662 - Matrix Analysis

Vector spaces over arbitrary fields; matrices and linear systems; equivalence; vector spaces; linear transformations; eigenvalues and eigenvectors; canonical form.

Credits: 3

MATH 670 - Advanced Statistical Theory

Stochastic processes and Markov chains; decision theory and utility, loss functions; Bayesian analysis of information with prior and posterior estimation functions and linear statistical models.

Prerequisites & Notes

PREQ: 370 or equivalent.

Credits: 3

MATH 672 - Design of Experiments

The role and principles of design of experiments. Analysis of variance and design concepts. Blocked, Latin Squares, Factorial, Split-Plot, and Nested Design. Regressions models.

Credits: 3

MATH 679 - Master's Project Course

Non-thesis option only. Successful completion includes a presentation of the master's project to the student's advisory committee and acceptance of the paper by the committee. S/U grading.

Credits: 1

MATH 693 - Topics in Mathematics

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-6, R6

MATH 694 - Topics in Mathematics Education

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-6, R6

MATH 699 - Thesis

Credits: 3, R6

MATH 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Must NOT be enrolled in a thesis program.

Credits: 1, R10

MATH 799 - Continuing Research—Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Student must be enrolled in a thesis program.

Credits: 2, R24

EDMG 510 - Middle School Curriculum and Instruction

Advanced development of programs, methods, and curriculum for the middle grades.

Credits: 3

EDMG 589 - Internship II in Middle Grades

One semester of supervised full-time internship in a middle grades public classroom.
Credits: 3, R9

EDMG 621 - Issues and Trends in Middle Grades Education

Explores principles and relationships and assesses current issues and trends in middle grades education.
Credits: 2

EDMG 622 - Teaching–Learning Strategies for the Middle Grades

Presents theories, methods, grouping for middle grades; includes individualizing, units, instructional technique, and methods.
Credits: 3

EDMG 623 - Teaching Writing in the Middle Grades

Assist teachers in developing writing workshops for middle grades students. Emphasis will be on learning about the recursive steps of the writing process.
Credits: 3

EDMG 680 - Research in the Middle Grades: Proposal

Development of a research proposal for investigation of practices related to middle level education.

Prerequisites & Notes

PREQ: 621 and 622.

Credits: 2

EDMG 681 - Research for the Middle Grades: Project

Implementation of a study for the investigation of practices related to middle level education.

Prerequisites & Notes

PREQ: 621, 622, and 680.

Credits: 2

EDMG 682 - Trends and Issues in Middle Grades Education: The Professional Portfolio

Current issues in middle grades education to include the development of a professional portfolio.

Credits: 2

EDMG 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Must NOT be enrolled in a thesis program.

Credits: 1, R10

ELMG 580 - Independent Study

This course is for elementary and middle grades students.

Prerequisites & Notes

PREQ: Permission of the department head.

Credits: (3)

ELMG 680 - Independent Study

This course is available to elementary and middle grades students.

Prerequisites & Notes

PREQ: Permission of the department head.

Credits: (3)

MUS 503 - Marching Band Techniques

Credits: 2

MUS 512 - Teaching in the Private Studio

Practical, ethical and legal aspects of establishing a private music studio, including evaluation of appropriate pedagogical approaches and materials for individual instruction.

Credits: 1

MUS 513 - Studies in Improvisation

Study of significant styles of improvisation through listening, analysis, and performance. Additional credit may be earned at an advanced level or in a different style.

Credits: 1, R4

MUS 520 - Studies in Music Literature

Historical and theoretical study of various forms of music literature. Only 3 hours may be counted as part of the graduate core curriculum.

Credits: 3, R9

MUS 525 - Twentieth-Century Music

Historical and theoretical issues in twentieth-century music.

Credits: 3

MUS 592 - Orff-Schulwerk Level I

A study of basic Orff-Schulwerk techniques.

Credits: 3

MUS 593 - Topics in Music

Issues in music performance, education, or the music business. Only 6 credit hours may be counted toward any graduate degree course requirements.

Credits: 1-3, R12

MUS 597 - Seminar in Piano Pedagogy

2 Lab.

Credits: 1, R4

MUS 598 - Seminar in Accompanying

2 Lab.

Credits: 1, R4

MUS 601 - Writing About Music

Writing workshop focusing on styles and techniques appropriate to the discussion of music in various contexts. 2 Lab.

Credits: 1

MUS 605 - Graduate Recital

Public performance. Date and repertoire must be approved by student's advisory committee.

Prerequisites & Notes

COREQ: 612.

Credits: 1

MUS 611 - Applied Minor

One half-hour lesson per week in minor performance area.

Credits: 1, R4

MUS 612 - Applied Major

Two half-hour lessons per week in major performance area.

Credits: 2, R8

MUS 613 - Applied Major

Three half-hour lessons per week in major performance area.

Credits: 3, R9

MUS 614 - Applied Conducting

One half-hour lesson per week in choral or instrumental conducting.

Credits: 1, R4

MUS 615 - Applied Composition

Two half-hour lessons per week in composition.
Credits: 2, R8

MUS 621 - History of Musical Theory

The historical development of music theory as a language for scholarly discussion of music.
Credits: 3

MUS 622 - Influences of Folk Traditions on Western Art Music

Historical and theoretical perspectives on the incorporation of “foreign” or “folk” influences into the Western art music tradition.
Credits: 3

MUS 640 - Seminar in Music Pedagogy

Techniques and materials of teaching for voice and instruments. Only 3 semester hours may be applied toward major area requirements for the M.M. in music.
Credits: 3, R6

MUS 650 - Advanced Flute Repair

4 Lab.

Prerequisites & Notes

PREQ: MUS 593, Special Topics: instrument repair; permission of the instructor.
Credits: 2, R8

MUS 675 - Ensemble

Participation in any departmental ensemble to expand knowledge of literature, conducting, and performance. Meetings as arranged.
Credits: 1, R6

MUS 679 - Lecture/Recital

Requirements determined by the student’s advisory committee. Students may not simultaneously enroll in MUS 612, 613, 614, or 615. Only 3 semester hours may be counted toward degree requirements.
Credits: 3, R6

MUS 680 - Independent Study

Credits: 1, R6

MUS 693 - Orff-Schulwerk Level II

A study of intermediate-level Orff-Schulwerk techniques.

Prerequisites & Notes

PREQ: 592.
Credits: 3

MUS 694 - Orff-Schulwerk Level III

A study of advanced-level Orff-Schulwerk techniques.

Prerequisites & Notes

PREQ: 693.
Credits: 3

MUS 695 - Music Education Seminar

Music curriculum within the general education framework; current philosophies and trends.

Credits: 3

MUS 699 - Thesis

Requirements determined by the student's advisory committee. Only 3 semester hours may be counted toward degree requirements.

Credits: 3

MUS 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Must NOT be enrolled in a thesis program.
Credits: 1, R10

MUS 799 - Continuing Research—Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Student must be enrolled in a thesis program.
Credits: 2, R24

NRM 593 - Topics in NRM

Prerequisites & Notes

PREQ: Permission of instructor.
Credits: 1-4, R12

NSG - Psychosocial and Spiritual Issues in Chronic Illness

Analysis of psychological, social, and spiritual issues as they impact the lives of individuals affected by chronic illness.

Prerequisites & Notes

PREQ: Permission of instructor.
Credits: 3

NSG 501 - Advanced Practice Nursing: Roles and Professional Issues

History, contemporary roles, and practice issues of advanced practice nursing.

Prerequisites & Notes

PREQ: Admission (full or provisional) to the M.S.N. program.

Credits: 2

NSG 510 - Theory for Advanced Practice Nursing

Critique and evaluation of nursing and other relevant theories from the social, organizational, and biological sciences.

Prerequisites & Notes

PREQ: Admission (full or provisional) to the M.S.N. program.

Credits: 2

NSG 511 - Research for Advanced Practice Nursing

Research design and methods and critique of research for application to practice.

Prerequisites & Notes

PREQ: Admission (full or provisional) to the M.S.N. program.

Credits: 3

NSG 516 - Economics and Organization of Health Care

Organization of health care in the U.S., financing health care, reimbursement, managed care, and health policy development and implementation.

Prerequisites & Notes

PREQ: Admission (full or provisional) to the M.S.N. program.

Credits: 2

NSG 517 - Pathophysiology for the Advanced Practice Nurse

Pathophysiology at the cellular, tissue, and system levels.

Prerequisites & Notes

PREQ: Admission (full or provisional) to the MSN program or permission of instructor.

Credits: 3

NSG 602 - Advanced Diagnostics and Physical Assessment

Clinical evaluation and physical assessment for the nurse anesthetist.

Credits: 2

NSG 618 - Survey of Pharmacotherapeutics

Pharmacologic basis of drug management. Includes pharmacodynamics and pharmacokinetics of drug groups, dosage calculations, drug interactions and patient/client education. This course does not prepare students for prescriptive privileges.

Credits: (3)

NSG 622 - Advanced Pharmacology

Pharmacokinetics and pharmacodynamics. Pharmacology and pharmacotherapeutics of drug groups, special populations, and client considerations.

Prerequisites & Notes

Admission to the M.S.N. program.

Credits: (4)

NSG 623 - Advanced Health/Physical Assessment

Advanced health and physical assessment of all body systems, mental status exam, and documentation.

Prerequisites & Notes

PREQ: Admission to the M.S.N. program or permission of instructor.

Credits: 3

NSG 624 - Family Health Promotion in the Rural Community

Family and community health promotion concepts and processes and rural health issues.

Prerequisites & Notes

PREQ: Admission to the M.S.N. program.

Credits: 2

NSG 625 - Clinical Management I

Precepted clinical experience focused on application of content in NSG 623; complete and focused history-taking and physical assessment. S/U grading.

Prerequisites & Notes

PREQ: Admission to the MSN program.

Credits: 1

NSG 627 - Advanced Practice Nursing: Diagnostics and Procedures

Ambulatory care diagnostics and procedures for the advanced practice nurse.

Prerequisites & Notes

PREQ: Admission to M.S.N. program or permission of instructor.

Credits: 2

NSG 630 - Advanced Physiology for Nurse Anesthetists

Cardiovascular, respiratory, renal, neurological, hematological, and cellular physiology, with particular emphasis on how these systems relate to anesthesia management.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

NSG 631 - Pathophysiology for Nurse Anesthetists

Pathophysiologic disorders with emphasis on the surgical patient and implications for anesthesia management.

Prerequisites & Notes

PREQ: NSG 630

Credits: 3

NSG 632 - Pathophysiology for Nurse Anesthetists II

Pathophysiologic disorders with an emphasis on the surgical patient and implications for anesthesia management.

Prerequisites & Notes

PREQ: NSG 631

Credits: 3

NSG 640 - Basic Principles of Anesthesia

Basic principles of preoperative patient assessment, anesthesia planning, operating room preparation, interpretation of pertinent patient findings, and required documentation.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

NSG 641 - Advanced Principles of Anesthesia I

Anesthetic principles associated with specific specialty procedures; management of identified patient groups and patients with special problems.

Prerequisites & Notes

PREQ: NSG 640

Credits: 2

NSG 642 - Advanced Principles of Anesthesia II

Anesthetic principles associated with specific specialty procedures; management of identified patient groups and patients with special problems.

Prerequisites & Notes

PREQ: NSG 641

Credits: 2

NSG 643 - Advanced Principles of Anesthesia III

Anesthetic principles associated with specific specialty procedures; management of identified patient groups and patients with special problems.

Prerequisites & Notes

PREQ: NSG 642

Credits: 2

NSG 651 - Teaching/Learning in Nursing Education

A thorough examination of teaching and learning theories and applications in nursing education.

Credits: 3

NSG 652 - Curriculum Development

A thorough examination of nursing and education curricula history, development, implementation and future trends.
Credits: 3

NSG 653 - Test and Measurement

Methods and theory of measurement and evaluation as applied in nursing education.
Credits: 3

NSG 661 - Anesthesia Pharmacology I

Drug mechanisms, pharmacologic effects, drug-receptor site interactions, structure activity relationships, therapeutic uses and adverse effects of agents used in the perioperative period.

Prerequisites & Notes

PREQ: Permission of instructor.
Credits: 3

NSG 662 - Anesthesia Pharmacology II

Drug mechanisms, pharmacologic effects, drug-receptor site interactions, structure activity relationships, therapeutic uses and adverse effects of agents used in the perioperative period.

Prerequisites & Notes

PREQ: NSG 661
Credits: 3

NSG 671 - Social and Behavioral Health Problems

Health promotion, assessment, diagnosis, and management of mental health problems, violence and abuse, addiction and dependency disorders across the lifespan.

Prerequisites & Notes

PREQ: Admission to the MSN program.
Credits: 2

NSG 672 - Nurse Anesthesia Review

Review of the chemistry & physics, pathophysiology, pharmacology, physiology, and management principles associated with anesthesia care.

Prerequisites & Notes

PREQ: Permission of instructor.
Credits: 3

NSG 673 - FNP II: Reproductive Health and the Childbearing Family

Health promotion and management of normal pregnancy and newborns, health promotion, assessment, diagnosis, and management of common reproductive concerns of men and women.

Prerequisites & Notes

PREQ: 617, 622, and 623. COREQ: 683.
Credits: 3

NSG 674 - FNP III: Primary Care of Children and Adolescents

Health promotion, assessment, diagnosis, and management of common health problems of children and adolescents.

Prerequisites & Notes

PREQ: 617, 622, and 623. COREQ: 684.

Credits: 3

NSG 675 - FNP IV: Primary Care of Adults and Elderly Adults and Selected Chronic Health Problems Across the Lifespan

Health promotion, assessment, diagnosis, and clinical management of common health problems of adults and elderly adults, and selected chronic health problems across the lifespan.

Prerequisites & Notes

PREQ: 617, 622, and 623. COREQ: 685.

Credits: 3

NSG 679 - Research Project

Development, implementation, and evaluation of a clinical research project. Emphasis on the new application of ideas rather than original research. S/U grading.

Prerequisites & Notes

PREQ: Admission to the M.S.N. program, NSG 611 and permission of instructor.

Credits: 1-2, R6

NSG 680 - Independent Study

Prerequisites & Notes

PREQ: Permission of instructor, admission to graduate program.

Credits: 1-3, R6

NSG 683 - FNP II: Clinical Management

Precepted clinical management of reproductive health, pregnancy, and normal newborns in community settings. S/U grading.

Prerequisites & Notes

PREQ: 617, 622, and 623. COREQ: 673.

Credits: 2

NSG 684 - FNP III: Clinical Management

Precepted clinical management in community settings of common health problems of children and adolescents. S/U grading.

Prerequisites & Notes

PREQ: 617, 622, and 623. COREQ: 674.

Credits: 3

NSG 685 - FNP IV: Clinical Management

Precepted clinical management in community settings of common health problems of adults and elderly adults and selected chronic health problems across the lifespan. S/U grading.

Prerequisites & Notes

PREQ: 617, 622, and 623. COREQ: 675.

Credits: 3

NSG 686 - FNP V: Primary Care Clinical Practicum

Precepted clinical management of broad spectrum of clients across the life span. Emphasis on primary health care and synthesis of family nurse practitioner role with seminar. S/U grading.

Prerequisites & Notes

PREQ: 675 and 685.

Credits: 4

NSG 687 - Practicum in Nursing Education

Guided practice in classroom and clinical instruction.

Prerequisites & Notes

PREQ: 651 and 652.

Credits: 3

NSG 688 - Clinical Anesthesia Practicum I

A practicum in acute care settings and simulation labs with graduated, guided instruction in the management of patients receiving various types of anesthesia.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-4, R11

NSG 689 - Clinical Anesthesia Practicum II

A practicum in acute care settings and simulation labs with graduated, guided instruction in the management of patients receiving various types of anesthesia.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 1-4, R12

NSG 693 - Topics in Nursing**Prerequisites & Notes**

PREQ: Permission of instructor.

Credits: 1-4, R12

NSG 699 - Thesis

Design, implementation, and evaluation of a clinically related study. Emphasis on application of new ideas. Oral defense required. S/U grading.

Prerequisites & Notes

PREQ: Admission to the M.S.N. program, NSG 611 and permission of instructor.

Credits: 1-3, R6

NSG 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Student must NOT be enrolled in a thesis program.

Credits: 1, R10

NSG 799 - Continuing Research—Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Student must be enrolled in a thesis program.

Credits: 2, R24

ND 533 - Research Methods in Nutrition

Standard procedures for nutrient analysis, including proximate analysis of foods; introductory experimental design and methodology. 2 Lecture 4 Lab.

Prerequisites & Notes

PREQ: MATH 170 or PSY 251. COREQ: 436 or 536.

Credits: 3

ND 541 - Human Metabolism I

Normal nutrition in relation to biochemical and physiological functioning of macronutrients and their interrelationships.

Prerequisites & Notes

PREQ: ND 334, Biol 292, and Chem 133 or equivalent.

Credits: 3

ND 542 - Human Metabolism II

Normal nutrition in relation to biochemical and physiological functioning; interrelationships of nutrients with emphasis on vitamin and mineral pathways.

Prerequisites & Notes

PREQ: ND 541

Credits: 3

ND 551 - Therapeutic Nutrition I

Mechanisms by which diet contributes to maintenance of health, prevention and a treatment of diseases of the GI tract, liver disease, and cardiovascular disease.

Prerequisites & Notes

PREQ: ND 334, BIOL 292 and CHEM 133 or equivalent.

Credits: 3

ND 552 - Therapeutic Nutrition II

Mechanisms by which diet contributes to maintenance of health, prevention and treatment of diabetes, renal disease, cancer, and pulmonary diseases.

Prerequisites & Notes

PREQ: ND 551

Credits: 3

ND 630 - Nutrition Throughout the Life Cycle

Relationship of good nutrition to well-being and needs at all ages; methods of appraising nutritional status.

Credits: 3

ND 635 - Nutrition Education

Contemporary educational strategies of communicating nutrition concepts for public health nutritionists, dietary consultants, secondary teachers, extension specialists, journalists, medical personnel, and other professionals.

Credits: 3

ND 636 - Protein, Carbohydrates, and Lipids

Ingestion, digestion, absorption, and metabolism of protein, carbohydrates, and lipids.

Prerequisites & Notes

PREQ: 436 or 536 or permission of instructor.

Credits: 3

ND 637 - Advanced Diet Therapy

Physiological and metabolic basis for dietary modification in the treatment of disease.

Prerequisites & Notes

PREQ: 437 or 537 or permission of instructor.

Credits: 3

ND 639 - Vitamins and Minerals

Digestion, absorption, and metabolism of vitamins and minerals.

Prerequisites & Notes

PREQ: 330 or permission of instructor.

Credits: 3

ND 640 - Advanced Nutrition in Athletics

Students will learn to integrate advanced concepts of nutrition, energy metabolism and exercise physiology to understand nutritional requirements for elite and recreational athletes.

Prerequisites & Notes

PREQ: 330 or equivalent basic nutrition course, physiology course.

Credits: 2

ND 681 - Practicum in Clinical Dietetics

Supervised on-site experience in clinical dietetics.

Prerequisites & Notes

PREQ: completion of ADA Didactic Program in Dietetics.

Credits: 3, R6

ND 682 - Practicum in Administrative Dietetics

Supervised on-site experience in administrative dietetics.

Prerequisites & Notes

PREQ: completion of ADA Didactic Program in Dietetics.

Credits: 3, R6

ND 683 - Practicum in Community Dietetics

Supervised experiences in community dietetics.

Prerequisites & Notes

PREQ: completion of ADA Didactic Program in Dietetics.

Credits: 3

ND 693 - Topics in Nutrition and Food Science

Prerequisites & Notes

PREQ: 231 and 330 or permission of instructor.

Credits: 1-3, R9

ND 695 - Advanced Nutrition Seminar

Graduate student presentations on current research topics in nutrition and related fields. Designed to foster development of critical thinking skills and effective scientific presentation skills.

Prerequisites & Notes

PREQ: 436/536 or equivalent advanced nutrition course.

Credits: 1, R2

PRM 580 - Independent Study

Credits: 1-3, R6

PRM 593 - Topics in Parks and Recreation Management

Prerequisites & Notes

PREQ: Permission of program coordinator.

Credits: 1-3, R6

PAR 593 - Topics in Philosophy and Religion

Prerequisites & Notes

PREQ: Permission of department head.

Credits: 1-3, R6

PE 520 - Leadership and Administration of Outdoor Pursuits

Implementation of outdoor pursuits programs. Includes planning and leadership components, outdoor adventure based administrative techniques, and risk management.

Credits: 3

PE 583 - Physical Education Advanced Internship

A full-time internship in physical education.

Prerequisites & Notes

COREQ: 596. Field experience.

Credits: 9

PE 596 - Seminar in Physical Education

Theory related to practice.

Prerequisites & Notes

COREQ: 583.

Credits: 3

PE 615 - Legal Issues in Human Performance

Development of a risk management approach to prevent lawsuits in sport settings; comprehensive study of written and case laws and their effect on physical education and sports; introduction to contract law.

Credits: 3

PE 621 - Research in Health and Human Performance

Research competencies relating to health, physical education, recreation, and dance.

Prerequisites & Notes

PREQ: EDCI 602.

Credits: 3

PE 625 - Motor Learning

Theories and research concerning perceptual modalities in motor skill acquisition; physiological/psychological interaction in perceptual motor learning; relation of feedback, practice, and transfer to motor performance.

Credits: 3

PE 630 - Physical Education Curriculum

History, philosophies, aims, and objectives of physical education curriculum.

Credits: 3

PE 635 - Lifespan Motor Development

Theories, principles, and review of research on the biological, psychological, cognitive, and social changes across the lifespan that influence motor development.

Credits: 3

PE 640 - Administration of Physical Education

Organization and administration of the physical education programs in the school.
Credits: 3

PE 650 - Applied Physiology

Physiological adaptations resulting from different levels of performance.
Credits: 3

PE 655 - Methods and Analysis in Physical Education and Sport Instruction

Advanced methods in physical education and sport instruction and the use of observation instruments designed to enhance pedagogical skills.
Credits: 3

PE 665 - Exercise Testing and Prescription

Testing and training in fitness-based programs.
Credits: 3

PE 675 - Issues in Intramurals and Athletics

Examination of issues in intramurals and athletics.
Credits: 3

PE 676 - Research Techniques in Exercise Physiology

Techniques used for acute and chronic physical activity in humans and animal models. Procedures, ethical considerations, and institutional requirements will be covered. 2 Lecture 2 Lab.

Prerequisites & Notes

PREQ: Introductory courses in physiology and biochemistry.
Credits: 3

PE 694 - Special Problems

Topics in physical education, athletics, recreation, dance, and related areas.
Credits: 1-3, R9

PE 699 - Thesis

Prerequisites & Notes

PREQ: EDCI 606 and PE 621 or permission of instructor.
Credits: 3, R6

PE 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Must NOT be enrolled in a thesis program.

Credits: 1, R10

PE 799 - Continuing Research—Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Student must be enrolled in a thesis program.

Credits: 2, R24

PT 611 - Physical Therapy Science I

Patient care skills: documentation, measurement of joint motion, body mechanics, positioning, transfers, assisted gait, wheelchairs, exercise, infection control. 2 Lecture 2 Lab.

Prerequisites & Notes

PREQ: Admission to the physical therapy program.

Credits: 3

PT 612 - Physical Therapy Science II

Patient care skills: measurement of joint motion, manual muscle testing, thermoscience, hydrotherapy, biofeedback, and therapeutic exercise. 1 Lecture 4 Lab.

Prerequisites & Notes

PREQ: Admission to the physical therapy program.

Credits: 3

PT 613 - Physical Therapy Science III

Patient care skills: hydrotherapy and wound care, electrodiagnostic testing, electrotherapy, cardiac and pulmonary rehabilitation, prosthetics, and functional assessment. 2 Lecture 4 Lab.

Prerequisites & Notes

PREQ: Admission to the physical therapy program.

Credits: 4

PT 614 - Physical Therapy Science IV

Patient care skills: soft tissue and joint mobilization, mechanical traction, functional capacity evaluations, work conditioning/hardening, orthotics, dynamometers, and aquatic therapy. 2 Lecture 4 Lab.

Prerequisites & Notes

PREQ: Admission to the physical therapy program.

Credits: 4

PT 615 - Physical Therapy Science V

Patient care skills: therapeutic neurological exercises, developmental and functional assessments across the lifespan, environmental assessments, selection of adaptive equipment and orthotic/assistive devices. 3 Lecture 3 Lab.

Credits: 4

PT 620 - Promoting Optimal Physical Function in Older Adults

Examination of age-related physiologic changes and medical conditions with emphasis on implications for physical function in older adults and interventions for modifying the disablement process.

Credits: 3

PT 621 - Human Anatomy I

Advanced study, upper quarter. Musculoskeletal, cardiopulmonary, integumentary, nervous, circulatory systems. Anatomical bases for human motion; normal structural changes throughout the lifespan. 1 Lecture 4 Lab.

Prerequisites & Notes

PREQ: Admission to the physical therapy program.

Credits: 3

PT 622 - Human Anatomy II

Advanced study, lower quarter. Musculoskeletal, integumentary, nervous, circulatory, reproductive, and gastrointestinal systems. Anatomical bases for human motion, normal structural changes throughout the lifespan. 1 Lecture 4 Lab.

Prerequisites & Notes

PREQ: Admission to the physical therapy program.

Credits: 3

PT 623 - Functional Human Anatomy I

Biomechanical analysis of upper limb structure, function. Clinical applications. 2 Lecture 4 Lab.

Prerequisites & Notes

PREQ: Admission to the physical therapy program.

Credits: 4

PT 624 - Functional Human Anatomy II

Analysis of lower extremity movement; emphasis on soft tissue relationships, biomechanics. Clinical applications. 2 Lecture 4 Lab.

Prerequisites & Notes

PREQ: Admission to the physical therapy program.

Credits: 4

PT 631 - Human Physiology I

Advanced study of pathological conditions related to the physiology of the nervous, immune, lymphatic, and cardiopulmonary systems.

Prerequisites & Notes

PREQ: Admission to the physical therapy program.

Credits: 2

PT 632 - Human Physiology II

Advanced study of pathological conditions related to the physiology of the gastrointestinal, metabolic, urinary, and reproductive systems.

Prerequisites & Notes

PREQ: Admission to the physical therapy program.

Credits: 2

PT 641 - Scientific Inquiry I

Introduction to disciplined inquiry in physical therapy, emphasis on critical appraisal of the healthcare literature and clinical research design.

Prerequisites & Notes

PREQ: Admission to the physical therapy program.

Credits: 2

PT 642 - Scientific Inquiry II

Introduction to clinical epidemiology in physical therapy, emphasis on applying outcomes research to clinical decision-making.

Prerequisites & Notes

PREQ: Admission to the physical therapy program.

Credits: 2

PT 643 - Scientific Inquiry III

Design and implement a clinical research project with permission and supervision of faculty advisor. S/U grading.

Prerequisites & Notes

PREQ: Admission to the physical therapy program.

Credits: 1-3

PT 644 - Scientific Inquiry IV

Complete and disseminate results of clinical research project structured in PT 643. S/U grading.

Prerequisites & Notes

PREQ: Admission to the physical therapy program.

Credits: 1-3

PT 645 - Pediatric Interventions

Comprehensive study of pediatric conditions and their interdisciplinary management in various settings. Emphasis on practical application.

Prerequisites & Notes

PREQ: Admission to physical therapy program. S/U Grading

Credits: 2

PT 651 - Clinical Logic I

Integration of knowledge in physical therapy assessment and intervention for clients across the lifespan with general medical conditions. 1 Lecture 4 Lab.

Prerequisites & Notes

PREQ: Admission to the physical therapy program.

Credits: 3

PT 652 - Clinical Logic II

Integration of knowledge from the physical therapy sciences to perform physical therapy assessment and intervention for clients with musculoskeletal dysfunction. 1 Lecture 4 Lab.

Prerequisites & Notes

PREQ: Admission to the physical therapy program.

Credits: 3

PT 653 - Clinical Logic III

Integration of knowledge from previous and concurrent courses to perform physical therapy assessment and intervention for clients across the lifespan with neurologic dysfunction. 1 Lecture 4 Lab.

Prerequisites & Notes

PREQ: Admission to the physical therapy program.

Credits: 3

PT 655 - Management and Supervision

Comprehensive study of physical therapy management science, health care delivery systems, external oversight, reimbursement, supervision, delegation, and consultation.

Prerequisites & Notes

REQ: Admission to the physical therapy program.

Credits: 3

PT 660 - Neuroscience

Anatomy and physiology of the human nervous system, including clinical neurological assessment and examination. 1 Lecture 2 Lab.

Prerequisites & Notes

PREQ: Admission to the physical therapy program or permission of department head.

Credits: 1

PT 661 - Motor Behavior

Examination of motor development, motor control, and motor learning in therapeutic settings; emphasis is on intervention principles for clients across the lifespan with neuromuscular dysfunction. 2 Lab.

Credits: 1

PT 665 - Physical Care and Management of Students with Severe/Profound Disabilities

Overview of the physical care and management of students with severe/profound difficulties for interdisciplinary team members in the educational environment. Twenty-two and a half hours per week for two weeks.

Credits: 3

PT 670 - Advanced Manual Therapy Techniques

Comprehensive study of the physiologic, neurologic, and psychophysiologic effects related to manual therapy; emphasis is on spinal and extremity manipulation techniques.

Prerequisites & Notes

PREQ: Successful completion of PT 614 and PT 652. S/U Grading.
Credits: 2

PT 680 - Directed Independent Study

Independent study in interdisciplinary or discipline specific issues and/or clinical practice with goals, methods, and expected outcomes negotiated in advance with an individual faculty member. S/U grading.

Prerequisites & Notes

PREQ: Acceptance into the Physical Therapy program.
Credits: 1-3, R9

PT 683 - Experiential Professional Activities I

Assignment to a clinical setting with a designated supervisor to gain practical experience with healthcare delivery systems and physical therapy practice. S/U grading.

Prerequisites & Notes

PREQ: Admission to the physical therapy program.
Credits: 2

PT 684 - Experiential Professional Activities II

Assignment to a clinical setting with a designated supervisor to gain practical experience with healthcare delivery systems and physical therapy practice. S/U grading.

Prerequisites & Notes

PREQ: Admission to the physical therapy program.
Credits: 2

PT 693 - Topics in Physical Therapy

In-depth study of selected content related to physical therapy theory or practice. Goal, methods, outcomes negotiated with faculty in advance. Directed study. S/U grading.

Prerequisites & Notes

PREQ: Admission to the physical therapy program.
Credits: 1-3, R9

PT 720 - Program Assessment

Curriculum, program, and graduate performance assessment. S/U grading. Workshop/seminar.

Prerequisites & Notes

PREQ: Admission to the physical therapy program.
Credits: 1

PT 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Must NOT be enrolled in a thesis program.
Credits: 1, R10

PT 783 - Experiential Professional Activities III

Assignment to a clinical setting with a designated supervisor to gain practical experience with healthcare delivery systems and physical therapy practice. S/U grading.

Prerequisites & Notes

PREQ: Admission to the physical therapy program.

Credits: 3

PT 784 - Experiential Professional Activities IV

Assignment to a clinical setting with a designated supervisor to gain practical experience with healthcare delivery systems and physical therapy practice. S/U grading.

Prerequisites & Notes

PREQ: Admission to the physical therapy program.

Credits: 10

PHYS 601 - Topics in Physics Education I

Topics for the secondary teacher, including mechanics, electricity and magnetism, and modern physics; curricular projects.

Prerequisites & Notes

PREQ: High school physics teaching experience or permission of department head.

Credits: 3

PHYS 602 - Topics in Physics Education II

Topics for the secondary teacher, including mechanics, electricity and magnetism, and modern physics; curricular projects.

Prerequisites & Notes

PREQ: High school physics teaching experience or permission of department head.

Credits: 3

PSC 507 - American Political Parties

American political parties and their role in the government and politics of contemporary society; current national issues.

Credits: 3

PSC 508 - Southern Politics

An analysis of Southern Politics that focuses on the region's unique political history, its transformation during the twentieth century and its importance in national politics.

Credits: 3

PSC 516 - British Legal Studies

The British Legal System; rules and practices relating to such matters as structure, jurisdiction, and individual rights.

Credits: 3-6, R6

PSC 517 - Contemporary British Politics

Comparison and contrast of the British political system. Special attention will be paid to evolution, structure, and current national issues.

Credits: 3

PSC 521 - Political and Organizational Leadership

Concepts and processes of leadership as related to political and public organizations.

Prerequisites & Notes

PREQ: 6 hours of political science or permission of instructor.

Credits: 3

PSC 536 - Dynamics of World Order

Alternative approaches to meeting social and political needs in a changing global environment; conditions and practices of interdependence.

Credits: 3

PSC 580 - Readings in Political Science

Prerequisites & Notes

PREQ: Department approval.

Credits: 3

PSC 593 - Contemporary Political Systems

Problems in the structure and functions of selected political systems reflected against their political cultures.

Credits: 3, R6

PSC 595 - Seminar: American Political System

Current issues in American government and politics.

Credits: 3

PSC 693 - Topics in Political Science

Prerequisites & Notes

PREQ: Permission of department head.

Credits: 1-6, R9

PM 500 - Tools for Financial Management

Introduction to selected tools and topics from the fields of Accounting and finance which support the activities of the project manager.

Prerequisites & Notes

PREQ: Admission to the M.P.M. program.

Credits: 2

PM 505 - Introductory Statistics and Microeconomics

A review of appropriate statistical concepts and microeconomic principles for the project manager.

Prerequisites & Notes

PREQ: Admission to the M.P.M. program.

Credits: 2

PM 515 - Legal and Ethical Issues

Introduction to selected topics from law and ethics that support the activities of the project manager.

Prerequisites & Notes

PREQ: Admission to the M.P.M. program.

Credits: 2

PM 650 - Project Management Systems

An overview of the project management framework and knowledge areas; the strategic context of projects; introduction to project management tools.

Prerequisites & Notes

PREQ: Completion of prerequisites PM 500, 505, 515 or their equivalent.

Credits: 6

PM 652 - Project Plan Development

Human resource, legal, financial, and logistical principles for project planning; preparation of initial project plan documentation.

Prerequisites & Notes

PREQ: 650.

Credits: 6

PM 654 - Project Plan Analysis and Approval

Integration of human resource, legal, financial, and logistical aspects of projects; preparation and presentation of final project plans.

Prerequisites & Notes

PREQ: 650.

Credits: 6

PM 656 - Project Implementation: Policies and Procedures

Creation of the project team; coordination, organizational, and environmental factors with human and physical resources; introduction to project control systems.

Prerequisites & Notes

PREQ: 650.

Credits: 6

PM 658 - Project Implementation: Monitoring and Production

Project production oversight; quality control mechanisms and procedures; project team management and development; project tracking; and resolution of production obstacles.

Prerequisites & Notes

PREQ: 650.

Credits: 6

PM 660 - Project Completion and Professional Evolution

Project wrap-up and product turnover; synthesis of all facets of project management from implementation and strategic perspectives. Overview of project manager career planning and development and professional responsibility.

Prerequisites & Notes

PREQ: 650.

Credits: 6

PSY 510 - Individual Psychology

Theory and practice related to self-understanding, problem-solving, and interpersonal relationships.

Prerequisites & Notes

PREQ: 6 hours of psychology or permission of instructor.

Credits: 3

PSY 526 - Death and Dying

Psychological foundations and correlates of death anxiety and grief; cross-cultural perspectives; death education and stages in children's awareness; methods of coping with grief and fears.

Prerequisites & Notes

PREQ: permission of instructor.

Credits: 3

PSY 530 - Personality

Assumptions, constructs, and theories of personality; related empirical findings.

Prerequisites & Notes

PREQ: permission of instructor.

Credits: 3

PSY 540 - Biological Psychology

Physiological, genetic, and evolutionary bases of behavior.

Prerequisites & Notes

PREQ: permission of instructor.

Credits: 3

PSY 541 - Health Psychology

Psychological foundations of health and illness; exploration of the impact of thoughts, emotions, and behavior on the development, treatment, and prevention of illness, and the maintenance of health.

Prerequisites & Notes

PREQ: permission of instructor.

Credits: 3

PSY 544 - Cognitive Psychology

Theories and principles of human information processing: language production and comprehension, basic processes in memory and cognition.

Prerequisites & Notes

PREQ: permission of instructor.

Credits: 3

PSY 548 - Human Neuropsychology

Survey of the basic theories of neuropsychology, emphasizing both cognitive and clinical research. The course will focus on the influence of the human brain on normal and abnormal behavior.

Prerequisites & Notes

PREQ: permission of instructor.

Credits: 3

PSY 552 - Software Methods for Research and Data Analysis

Introduction to the development of software applications that store, manipulate, and analyze data, and automate the execution of various psychological research designs.

Credits: 3

PSY 555 - History of Psychology

Psychology as a scientific endeavor, from early approaches to contemporary schools and trends.

Prerequisites & Notes

PREQ: permission of instructor.

Credits: 3

PSY 570 - Abnormal Psychology

Theories of psychopathology; etiology, dynamics, symptomatology, diagnosis, and treatment.

Prerequisites & Notes

PREQ: permission of instructor.

Credits: 3

PSY 574 - The Emotionally Disturbed Child and Adolescent

Etiology, characteristics, assessment, and treatment of deviation; learning difficulties, behavioral and psychotic disorders; problems of the handicapped.

Prerequisites & Notes

PREQ: permission of instructor.

Credits: 3

PSY 610 - Advanced Social Psychology

Theories and research concerning aggression, prosocial behavior, group behavior, conformity, attitudes, person perception, and attraction.

Prerequisites & Notes

PREQ: permission of instructor.
Credits: 3

PSY 621 - Advanced Educational Psychology

Application of theories and principles of development, learning, and measurement to classroom practice.
Credits: 3

PSY 624 - Child and Adolescent Development

Development and behavior of children, prenatal through adolescence; influences of heredity, maturation, and learning on development.

Prerequisites & Notes

PREQ: permission of instructor.
Credits: 3

PSY 625 - Adolescent Development

Physical, mental, and emotional development in adolescents; interests, attitudes, ideals, and social adaptations.

Prerequisites & Notes

PREQ: permission of instructor.
Credits: 3

PSY 626 - Adulthood and Aging

Theories, principles, and review of research on the normal development of adults; emphasis on the biological, psychological, cognitive, and social changes from early adulthood through old age.

Prerequisites & Notes

PREQ: permission of instructor.
Credits: 3

PSY 648 - Advanced Neuropsychological Assessment

Examination of neuroanatomy, neurophysiology, psychopharmacology and neuropsychology as related to the identification of disorders and deficits.

Prerequisites & Notes

PREQ: Admission to graduate program in school or clinical psychology or permission of instructor.
Credits: 3

PSY 650 - Advanced General Psychology

An overview of the discipline of psychology for the advanced student.
Credits: 3

PSY 651 - Advanced Research Methods: Statistics

Inferential statistics emphasizing experimental design; univariate and multivariate techniques, nonparametric procedures, and computer usage.

Prerequisites & Notes

PREQ: 251 or equivalent.

Credits: 3

PSY 652 - Advanced Research Methods: Design and Communication

Experimental designs, literature review, scientific writing styles, planning, writing; research proposal, statistical analysis of data, and computer applications. 2 Lecture 1 Lab.

Prerequisites & Notes

PREQ: 651.

Credits: 3

PSY 661 - Psychological Assessment I

Introduction to psychological assessment, including the development of basic foundational skills and the administration, scoring and interpretation of major intellectual, academic, and social-emotional measurements.

Prerequisites & Notes

PREQ: Admission to graduate program in clinical or school psychology.

Credits: 4

PSY 662 - Personality Assessment

Major techniques of objective personality assessment; emphasis on administration, scoring, and interpretation.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

PSY 663 - Assessment and Intervention with Preschool Children

Administration, scoring, and interpretation of assessment scales for children from infancy through childhood; planning and implementation of intervention programs.

Prerequisites & Notes

PREQ: 624 or equivalent.

Credits: 3

PSY 664 - Psychological Assessment II

Training in the administration, scoring, and interpretation of ancillary psychological assessment instruments not covered in PSY 661. These instruments include cognitive, educational, and adaptive measures.

Prerequisites & Notes

PREQ: 661 and/or admission into school or clinical psychology program.

Credits: 3

PSY 671 - Advanced Psychopathology

Clinical and experimental approaches; classification, etiology, and modification of deviant behavior.

Prerequisites & Notes

PREQ: permission of instructor.

Credits: 3

PSY 672 - Psychotherapy I: Theories

The major theoretical perspectives in psychotherapy and their application.

Prerequisites & Notes

PREQ: Admission to the graduate program in clinical psychology.

Credits: 3

PSY 673 - Professional Issues

Models of practice in school psychology; social, ethical, and legal issues; interdisciplinary focus of training and professional roles; problems of the professional practice of psychology in school and community settings.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

PSY 674 - Advanced Child Psychopathology

In depth examination of childhood psychopathology; etiology, characteristics and comprehensive assessment; treatment and intervention with childhood disorders.

Prerequisites & Notes

PREQ: Admission to graduate program in school or clinical psychology or permission of instructor.

Credits: 3

PSY 675 - Cognitive Behavioral Interventions

Cognitive and behavioral intervention techniques and their application in school and clinical settings.

Prerequisites & Notes

PREQ: Admission to graduate program.

Credits: 3

PSY 676 - Psychotherapy II: Techniques

Issues and techniques of psychotherapy and their application.

Prerequisites & Notes

PREQ: Admission to clinical psychology graduate program.

Credits: 3

PSY 677 - Group Psychotherapy

Theory and practice of group psychotherapy; supervised problems.

Prerequisites & Notes

PREQ: Admission to psychology graduate program.

Credits: 3

PSY 678 - Family Systems

Theory and research in dynamics of family systems; ecological models.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

PSY 679 - Survey of Clinical Psychology

Survey of the major topics and issues in clinical psychology.

Prerequisites & Notes

PREQ: Admission to the graduate program in clinical psychology.

Credits: 3

PSY 680 - Directed Study in Psychology

Credits: 3, R9

PSY 683 - Internship in Psychology

Six-month, full-time or nine-month, part-time internship in a clinical or school setting. S/U grading.

Prerequisites & Notes

PREQ: 686.

Credits: 6

PSY 684 - Internship in Psychology

Six-month, full-time or nine-month, part-time internship in a clinical or school setting. S/U grading.

Prerequisites & Notes

PREQ: 686.

Credits: 6

PSY 686 - Practicum

Application of psychological theory in the educational setting; observation of practices of school psychologists; participation in school psychological services under field and university supervision.

Prerequisites & Notes

PREQ: 673.

Credits: 1-4, R12

PSY 693 - Topics in Psychology

Prerequisites & Notes

PREQ: permission of instructor.

Credits: 3, R9

PSY 697 - Seminar: Behavioral/Emotional Evaluation of Children and Adolescents

Major techniques of objective and projective personality assessment with children and adolescents; focus on theory, administration, scoring, interpretation, and report writing.

Prerequisites & Notes

PREQ: Admission to psychology graduate program.

Credits: 3

PSY 698 - Rorschach Seminar

Administration, scoring, and interpretation of the Rorschach inkblot test.

Prerequisites & Notes

PREQ: Admission to the clinical psychology graduate program.

Credits: 3

PSY 699 - Thesis

S/U grading.

Prerequisites & Notes

PREQ: 651 and 652.

Credits: 3, R6

PSY 799 - Continuing Research—Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Student must be enrolled in a thesis program.

Credits: 2, R24

PA 571 - Government–Business Relations

Interrelationships between government and business in the free enterprise system; regulatory role of government; constitutional framework of antitrust laws, public utilities, taxation, and labor legislation.

Credits: 3

PA 572 - Public Policy Formulation

The policy-making process in its political context; models of policy development applied to selected issues.

Credits: 3

PA 580 - Readings in Public Affairs

Prerequisites & Notes

PREQ: Permission of MPA Director.

Credits: 3

PA 640 - Environmental Politics and Policy

This course profiles the environmental movement in the United States and evaluates tradeoffs between environmental preservation and economic development.

Credits: 3

PA 650 - The Nonprofit Sector

This course examines the history of the nonprofit sector in America and presents challenges facing contemporary nonprofits.

Credits: 3

PA 660 - Comparative Public Policy

This course profiles the policy process in countries around the world. Students will come to understand how political culture and institutions affect different policy outcomes.

Credits: (3)

PA 669 - Legal Issues in Public Affairs

The institutional design and procedures used by administrative agencies to implement policy. Topics include rulemaking, adjudication, enforcement activities, judicial review, and legislative and executive control.

Credits: 3

PA 670 - Public Affairs Administration

The place of public affairs administration and the role of the administrator in the American system of government.

Credits: 3

PA 671 - Budgetary Processes

Budgetary practices and processes at the federal, state, and local levels; roles of professionals and elected officials; budgetary problems, planning, and reform.

Credits: 3

PA 672 - Public Organizational Theory

Analysis of the theories that have shaped and influenced governmental organizations along with application of the theories in the public and non-profit sector.

Credits: 3

PA 673 - Public Policy Analysis

Bureaucratic decision making and theories of analyzing and explaining public policy.

Credits: 3

PA 674 - Research Methods for Public Affairs

Research design, philosophy of social science, and univariate and multivariate statistics.

Credits: 3

PA 675 - State and Local Governance

Political and governmental processes at the state and local level.

Credits: 3

PA 676 - Government and Press Relations

Why and how politicians and public administrators use the press to generate public support for policy decisions and to influence public perceptions: media strategies will be studied.

Credits: 3

PA 677 - Public Personnel Management

Working knowledge of key functions and activities in public personnel management and awareness of the legal basis for the public human resources function.

Credits: 3

PA 678 - The Environment of Public Management

Examine the environment of public management including local government structure, fiscal management and the roles of principal officials and local legislative process.

Credits: 3

PA 685 - Internship in Public Affairs

Credits: 3, R6

PA 693 - Topics in Public Affairs

Credits: 3, R9

PA 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Must NOT be enrolled in a thesis program.

Credits: 1, R10

EDRD 520 - Phonics and Word Analysis

Use of basic word analysis skills in reading instruction.

Credits: 3

EDRD 543 - Middle Grades Reading

Methods and materials for teaching reading and other communication skills in the middle grades; emphasis on organization for instruction, word identification and comparison skills, and reading in content materials.

Credits: 3

EDRD 553 - High School and Adult Reading

Methods and materials for teaching reading in high school and adult education programs. 3 Lecture 2 Lab.

Credits: 3

EDRD 574 - Practicum in Teaching Reading

Assessment and remediation of reading problems and strategies for teaching reading. 2 Lecture 2 Lab.

Credits: 3

EDRD 631 - Smoky Mountain Language and Literacy Institute

Intensive study of a current topic in literary instruction.
Credits: 3, R9

EDRD 651 - Clinical Procedures in Remedial Reading

Evaluation and diagnosis of severe reading problems; supervised practicum.

Prerequisites & Notes

PREQ: 573.

Credits: 3

EDRD 740 - Reading Research Projects

Initiating, conducting, and analyzing a research project. 2 Lecture 2 Lab.

Prerequisites & Notes

PREQ: G license in reading and permission of instructor.

Credits: 3

SAE 682 - Capstone Experience for the Master's of Science in Science and Entrepreneurship

Independent project finalizing the Masters program. Students will create and defend an original proposal for a new product or business plan.

Prerequisites & Notes

PREQ: Permission of the program director.

Credits: 3

SAE 687 - Industrial Experiences

Introduction to the regional scientific industry, including collaborative team projects.

Prerequisites & Notes

PREQ: Permission of the program director.

Credits: 3, R6

SAE 689 - Industrial Internship for the Masters of Science degree in Science and Entrepreneurship

Students will do an industrial internship.

Prerequisites & Notes

PREQ: Permission of the program director.

Credits: 3

SAE 696 - Careers in Scientific Industry Seminar

Introduction to the Master's program. Students will become familiar with regional industries and professional development issues.

Prerequisites & Notes

PREQ: Permission of the program director.

Credits: 3

SCI 512 - Advanced Science Methods

Current and innovative methods for teaching secondary science. Emphasis on the inquiry-based approach and new instructional technologies.

Prerequisites & Notes

PREQ: Admission to the M.A.T. or M.A.Ed. in Biology or Chemistry or permission of instructor.

Credits: 3, R6

SCI 551 - Environmental Science for Teachers

Materials and techniques for interdisciplinary projects.

Credits: 3

SCI 593 - Topics in Science Education

Credits: 1-3, R6

SCI 594 - Topics in Science Education

Credits: 1-3, R6

SCI 611 - Physical and Earth Science for Teachers

Philosophy and techniques of inquiry teaching; applications using physical and earth science curricular materials.

Credits: 3

SCI 621 - Biology and Environmental Science for Teachers

Philosophy and techniques of inquiry teaching applied to biological and environmental curricular materials.

Credits: 3

SCI 695 - Seminar in Science Education

Trends, issues, and research problems in science education.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

SCI 696 - Seminar in Science Education

Trends, issues, and research problems in science education.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

SOCW 504 - Diversity

Diversity of culture, ethnicity, ability, sexual orientation, and gender.

Credits: 3

SOCW 510 - Social Work With Groups

Knowledge, skills, and values that underlie contemporary social work practice with groups.
Credits: 3

SOCW 520 - Addictions

Overview of complex issues related to addictions, including drug, alcohol, gambling, and eating addictions; examines addiction within the context of developmental life stages and culture.
Credits: 3

SOCW 526 - Child Welfare

Child welfare services, public and private programs, children's rights, and issues affecting services for children and families.
Credits: 3

SOCW 529 - Social Work With Older Adults

Concepts and skills for effective practice with the aging; needs and strengths of older people, community resources, professional approaches to intervention.
Credits: 3

SOCW 534 - Stages of Human Development

Multi theory perspectives on human behavior and development: individuals, families, groups, organizations and communities in the social environment.
Credits: 3

SOCW 534 - Stages of Human Development

Multi theory perspectives on human behavior and development: individuals, families, groups, organizations and communities in the social environment.
Credits: 3

SOCW 535 - Research Methods

Research methods, problems, issues and designs.
Credits: 3

SOCW 535 - Research Methods

Research methods, problems, issues and designs.
Credits: 3

SOCW 551 - Social Policy

Overview of social policy analysis, programs, legal implications.
Credits: 3

SOCW 553 - Foundations of Social Work Practice

Overview of social work, methods, fields of practice, advanced generalist practice.
Credits: 3

SOCW 553 - Foundations of Social Work Practice

Overview of social work, methods, fields of practice, advanced generalist practice.
Credits: 3

SOCW 562 - Generalist Practice: Individuals and Families

The generalist social work perspective and fundamental knowledge and skills for work with small client systems.
Credits: 3

SOCW 562 - Generalist Practice: Individuals and Families

The generalist social work perspective and fundamental knowledge and skills for work with small client systems.
Credits: 3

SOCW 564 - Generalist Practice: Communities and Organization

Application of social work knowledge, values and skills to practice: Communities and Organizations.
Credits: 3

SOCW 564 - Generalist Practice: Communities and Organizations

Application of social work knowledge, values and skills to practice: communities and organizations.
Credits: 3

SOCW 586 - Foundations Field Practicum

Supervised practicum in a social service agency or organization to apply theory and practice knowledge at the foundation level.
Credits: 6

SOCW 586 - Foundations Field Practicum

Supervised practicum in a social service agency or organization to apply theory and practice knowledge at the foundation level.
Credits: 6

SOCW 627 - Advanced Social Work Practice With Families

Advanced generalist practice related to theory, perspectives, procedures and techniques of family therapy.
Credits: 3

SOCW 635 - Program Evaluation

Evaluation of program and practice effectiveness, research knowledge and skills, statistical analysis.
Credits: 3

SOCW 664 - Management in Human Service Organizations

Concepts, principles, values and strategies of management in human service organizations.
Credits: 3

SOCW 673 - Rural Community Advocacy

Social and political advocacy: Theories, methods and skills for social work practice in rural areas.
Credits: 3

SOCW 682 - Research Project in Social Work

Research projects dealing with various fields and methods of social work.

Prerequisites & Notes

PREQ: Approval of detailed project proposal by instructor.

Credits: 3, R6

SOCW 686 - Advanced Field Practicum I

Supervised practicum in a social service agency or organization to apply theory and practice knowledge at the advanced level.

Credits: 9

SOCW 687 - Advanced Field Practicum II

Supervised practicum in a social service agency or organization to apply theory and practice knowledge at the professional level.

Credits: 9

SOC 514 - Minority Groups

Relations between dominant and subordinate races and ethnic groups; historical and comparative aspects; African Americans, Chicanos, and Indians. This course is cross-listed with ANTH 514

Credits: 3

SOC 523 - Sociology of Sport

Social issues in sports examined from historical, cross-cultural, and sociological perspectives with attention to impact of race, gender, and social class on participation.

Credits: 3

SOC 532 - Community Organization and Development

Community organization viewed as a process of bringing about desirable changes in community life; community structure, needs assessment, and planning for change.

Credits: 3

SOC 534 - Regional and Societal Development

Social dimensions of economic growth and development with particular emphasis on Third-World countries; alternative definitions of development; problems related to the implementation of change in national, regional, and institutional structures.

Credits: 3

SOC 554 - Sociology of Conflict and Conflict Resolution

Analysis of sociological theories of social conflict, including Marx, Weber, Simmel, Coser, Dahrendorf, and Collins; case studies of conflict and conflict resolution stressing the applications of theory and research.

Credits: 3

SOC 580 - Independent Study in Sociology

Prerequisites & Notes

PREQ: Written application; approval of instructor and advisor.

Credits: 1-2, R6

SOC 583 - Internship in Sociology

Application of theory, methods and techniques in a cooperating agency under faculty supervision. S/U grading. 9 hours per week per course.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

SOC 584 - Internship in Sociology

Application of theory, methods and techniques in a cooperating agency under faculty supervision. S/U grading. 9 hours per week per course.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

SOC 585 - Internship in Sociology

Application of theory, methods and techniques in a cooperating agency under faculty supervision. S/U grading. 9 hours per week per course.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

SOC 594 - Topics in Sociology

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3, R6

SOC 801 - Rural Society

Historical and contemporary survey of key social institutions within rural areas in the United States with attention to the processes of demographic and structural change.

Prerequisites & Notes

PREQ: Permission of instructor.

Credits: 3

SPED 500 - Creative Thinking and Problem Solving

Exploration of creative thinking; emphasis on current research and present methodologies of problem-solving.

Credits: 3

SPED 501 - Introduction to Learning Disabilities

Historical concepts and theories of learning disabilities; educational characteristics of learning disabled children; overview of remedial programs.

Prerequisites & Notes

PREQ: 240 or permission of instructor.

Credits: 3

SPED 502 - Current Issues in Special Education

Investigation and interpretation of educational issues in special education.

Credits: 3

SPED 503 - Current Issues in Gifted Education

Investigation and interpretation of educational issues in gifted education.

Credits: (3)

SPED 504 - Educational Programs for Students with Behavioral Disorders

Study of identification procedures, affective and behavioral techniques, and instructional programs for teaching students with behavioral disorders.

Credits: 3

SPED 505 - Teaching Students with Learning Disabilities

Advanced approaches and methods for teaching students with learning disabilities.

Prerequisites & Notes

PREQ: 401 or permission of instructor.

Credits: 3

SPED 528 - Programs and Services for Individuals with Severe/Profound Disabilities

Addresses programs, services, and related issues relevant to the education and treatment of individuals with severe/profound disabilities.

Credits: 3

SPED 529 - Educational Programs for Students with Mental Retardation

Study of educational programs and services for students with mental handicaps.

Credits: 3

SPED 530 - Teaching Individuals with Moderate to Severe Disabilities

Exploration of a wide body of literature identifying effective instruction for inclusively educating individuals with moderate to severe disabilities.

Credits: 3

SPED 531 - The Physically Handicapped Child

Social, psychological, and medical problems related to children with physical disabilities.

Credits: 3

SPED 532 - Methods for Teaching Students with Severe/Profound Disabilities

Provides methods for teaching students with severe/profound and multiple disabilities.

Credits: 3

SPED 533 - Collaboration with Families and Professionals

Offers information about developing collaborative teams of parents, teachers, other professionals and paraprofessionals for the education and support of individuals with severe/profound disabilities.

Credits: 3

SPED 534 - Positive Behavior Supports for Students with Severe Disabilities, Advanced

Exploring and using the current research to create and implement positive behavioral supports, functional behavioral assessments and support plans for students with severe disabilities.

Credits: 3

SPED 555 - Creating Positive Classrooms for Students with Disabilities

Theoretical approaches and practices for creating positive classrooms.

Credits: 3

SPED 566 - Approaches and Practices for Teaching Students with Disabilities

Instructional theory and practices for teaching students with disabilities.

Credits: 3

SPED 567 - Reading, Writing, and Mathematics Curriculum for Students with Disabilities

Remedial approaches and techniques for teaching reading, writing, and mathematics.
Credits: 3

SPED 571 - Introduction to Gifted Education

Historical concepts of gifted education; examination of the definitions of giftedness; examination of the characteristics and unique needs of gifted students; screening and identification procedures.
Credits: 3

SPED 575 - Methods and Models of Gifted Education

Examination and analysis of the methods and models of gifted education.
Prerequisites & Notes
PREQ: 571 or equivalent.
Credits: 3

SPED 577 - Curriculum Differentiation for Gifted Learners

Exploration of ways to adapt content, process, product and the learning environment to provide appropriate learning experiences for gifted students.
Prerequisites & Notes
PREQ: 571 or equivalent.
Credits: 3

SPED 587 - Initial Licensure Practicum

Supervised experience in a school or clinical setting.
Prerequisites & Notes
PREQ: Written application; Approval of instructor advisor.
Credits: 3

SPED 593 - Topics in Special Education

Prerequisites & Notes
PREQ: Permission of instructor.
Credits: 1-3, R6

SPED 603 - Administration of Special Education Programs

Administrative practices and problems of organization, staffing, curricular development, and supervision of special education.
Credits: 3

SPED 604 - Theory and Practice in Early Intervention

Legal issues, family involvement, parent partnerships, program evaluation, public policy, historical perspectives, models, and theories related to early intervention.

Credits: 3

SPED 606 - Intervention for Young Children with Developmental Disabilities

Effective environments and programs, appropriate resources and support services, curricular adaptations, and instructional planning related to intervention for young children.

Credits: 3

SPED 620 - Education in a Diverse Society

Prepares teachers to meet the learning needs of diverse student populations.

Credits: 3

SPED 630 - Teaching Students with Mild to Moderate Mental Retardation

Objectives, methods, and materials for students with mild to moderate mental retardation.

Credits: 3

SPED 631 - Appraisal of Exceptional Children

Educational assessment of exceptional individuals emphasizing curriculum-based measurement.

Credits: 3

SPED 632 - Preschool Disorders: Assessment and Evaluation

Best practices in assessment for early intervention; assessment instruments, curriculum, family-centered approaches.

Credits: 3

SPED 681 - Seminar in Learning Disabilities

Exploration of emerging theories influencing the learning disability field; current research and practices.

Credits: 3

SPED 682 - Research in Special Education

Theoretical and experimental research into techniques of teaching, investigation of problems, and educational systems.

Prerequisites & Notes

PREQ: EDCI 602 or equivalent.

Credits: 3

SPED 684 - Teaching Students with Behavioral Disorders

In-depth analysis of one program model, development of instructional strategies from this approach, and examination of interdisciplinary approaches to treatment.

Prerequisites & Notes

PREQ: 504, PSY 574, or permission of advisor.

Credits: 3

SPED 687 - Practicum in Special Education

Supervised experience in a school or clinical setting.

Prerequisites & Notes

PREQ: Written application; approval of instructor and advisor.

Credits: 1-3, R9

SPED 688 - Practicum in Special Education

Supervised experience in a school or clinical setting.

Prerequisites & Notes

PREQ: Written application; approval of instructor and advisor.

Credits: 1-3, R3

SPED 779 - Continuing Research—Non-Thesis Option

See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Prerequisites & Notes

PREQ: Must NOT be enrolled in a thesis program.

Credits: 1, R10

SM 620 - Sport Administration

Theory and practice managing sport delivery organizations of managerial communication, organizational structure, managerial functions, and negotiation.

Credits: 3

SM 623 - Philosophical Foundations of Sport

Foundational philosophies and how to establish an ethical base in the area of sport management.

Credits: 3

SM 630 - Economic and Financial Aspects of Sport

Advanced financial and economic theory and sound fiscal principles specific to the sport industry.

Credits: 3

SM 640 - Sport Marketing

Basic knowledge and understanding of the theory and fundamentals of sport marketing in the sport business industry.

Credits: 3

SM 650 - Event and Facility Management

Planning, development, and management of sport facilities and events, including event management, marketing and promotion and design, planning, and administration of facilities.

Credits: 3

SM 660 - Sport Governance

Aspects of the course will sensitize the student to the cultural and political nature of sport while regional and global sport associations will be explained.

Credits: 3

SM 670 - Media and Public Relations in Sport

An overview of public and media relations applications, as well as computer technologies in sport organizations, as related to professional concerns.

Credits: 3

SM 683 - Practicum

Experiences relating theory to practice in a specific area of sport management.

Prerequisites & Notes

PREQ: Advisor approval required.

Credits: 9

USI 693 - Topics in Graduate Education

Credits: 1-3, R6

SOCW 515 - Social Work and Mental Health

The mental health system, issues, history, common diagnoses, emphasis on the strengths perspective.

Credits: (3)

Register of Graduate Faculty

Click on a link to be taken to the entry below.

- Graduate Faculty
- Affiliate Graduate Faculty Members

2007-2008 GRADUATE FACULTY

Millicent H. Abel

Professor of Psychology. Ph.D., University of Louisville

Shawn Kevin Acheson

Associate Professor of Psychology. Ph.D., Southern Illinois University

Mary Adams

Associate Professor of English. Ph.D., University of Houston

Robert D. Adams

Assistant Professor of Engineering and Technology. Ph.D., University of Alabama

Elizabeth H. Addison

Department Head and Associate Professor of English. Ph.D., Duke University

James Clyde Addison

Professor of English and Director of English Graduate Programs. Ph.D., University of Tennessee

Gregory P. Adkison

Assistant Professor of Biology. Ph.D., University of Kentucky

Ann Alexander

Associate Professor, Department of Educational Leadership and Foundations. Ph.D., University of Texas at Austin

Davia Allen

Associate Professor of Gerontology. Ph.D., University of South Carolina

Grace C. Allen

Associate Professor of Finance. Ph.D., University of South Carolina

Vittal Anantatmul, D.Sc.

Assistant Professor of Project Management. D.Sc., George Washington University

Cynthia Ann Atterholt

Department Head and Associate Professor of Chemistry. Ph.D., University of California-Davis

Lydia A. Aydlett

Assistant Professor of Psychology. Ph.D., University of North Carolina at Chapel Hill

E. Kevin Ayers

Associate Professor of Health, Physical Education and Recreation. Ed.D., Florida State University

Marsha Lee Baker

Associate Professor of English. Ph.D., University of North Carolina at Greensboro

Aaron K. Ball

Associate Professor of Engineering and Technology. Ed.D., Virginia Polytechnic Institute and State University

Debasish Banerjee

Associate Dean, College of Business and Associate Professor of Business Computer Information Systems. Ph.D., University of Arkansas

John W. Bardo

Chancellor; Professor of Anthropology and Sociology. Ph.D., The Ohio State University

Julia Ann Barnes

Associate Professor of Mathematics. Ph.D., University of North Carolina at Chapel Hill

Peter C. Bates

Associate Professor of Natural Resources Management. Ph.D., University of Minnesota

Mary Kay Bauer

Associate Professor of Music. D.M.A., University of Minnesota

Robert J. Beaudet, Jr.

Department Head and Assistant Professor of Health, Physical Education and Recreation. Ph.D., Florida State University

Wayne E. Billion

Associate Professor of Health Sciences. Ph.D., Clemson University

Christopher Blake

Assistant Professor of English. Ph.D., Purdue University

Harold Tyler Blethen, III., Ph.D.

Professor of History. Ph.D., University of North Carolina at Chapel Hill

Lisa A. Bloom

Department Head, Department of Human Services; Professor of Special Education. Ed.D., West Virginia University

Candace H. Boan

Associate Professor of Psychology. Ph.D., University of Alabama

Richard L. Boyer

Professor of English. M.F.A., University of Iowa

Kathleen Brennan

Assistant Professor of Sociology. Ph.D., Kent State University

W. Dale Brotherton

Associate Professor of Counselor Education. Ph.D., Florida State University

Claudia R. Bryant

Assistant Professor of Political Science. Ph.D., University of Tennessee at Knoxville

Joni Lynn Bugden-Storie

Assistant Professor, Department of Geosciences and Natural Resources. Ph.D., University of Waterloo, Ontario

Debra Burke

Department Head and Professor of Business Law. J.D., University of Texas

Jane A. Burns

Assistant Professor of Nursing. Ph.D., Argosy University

Frederick C. Buskey

Assistant Professor, Department of Educational Leadership and Foundations. Ed.D., Bowling Green State University

David J. Butcher

Associate Dean, College of Arts and Sciences; Professor of Chemistry. Ph.D., University of Connecticut

Joan Falconer Byrd

Professor of Art. M.F.A., University of Wisconsin

C. Dale Carpenter

Associate Dean, College of Education and Allied Professions. Professor of Special Education. Ed.D., Auburn University

Catherine Carter

Assistant Professor of English. Ph.D., University of Delaware

Kyle Carter

Provost and Senior Vice Chancellor; Professor of Psychology. Ph.D., University of Georgia

Robert B. Carton

Assistant Professor of Entrepreneurship. Ph.D., University of Georgia

Edward Case

Assistant Professor of Educational Leadership and Foundations. Ph.D., Clemson University

Marilyn S. Chamberlin, Ph.D.

Associate Professor of Sociology. Ph.D., Purdue University

Theodore P. Chiappelli

Associate Professor of Health Sciences. Ph.D., Johns Hopkins University

David B. Claxton

Professor of Health, Physical Education and Recreation. Ed.D., Arizona State University

Chris Travis Coburn

Assistant Professor, Department of Biology. Ph.D., State University of New York

Beverly S. Collins

Associate Professor of Biology. Ph.D., Rutgers University

Christopher A. Cooper

Assistant Professor in Political Science. Ph.D., University of Tennessee

Karena Cooper-Duffy

Associate Professor of Special Education/ Human Services. Ph.D., Lehigh University

James Thomas Costa

Associate Professor of Biology. Ph.D., University of Georgia

Myron L. Coulter

Chancellor Emeritus; Professor of Education. Ed.D., Indiana University

Josephine Crolley-Simic

Assistant Professor of Social Work. M.S.W., University of Georgia

Laura Ford Cruz

Assistant Professor of History. Ph.D., University of California

Russell C. Curtis

Assistant Professor of Human Services. Ph.D., University of North Carolina at Greensboro

Ronald W. Davis

Assistant Professor of Geosciences and Natural Resources. Ph.D., University of Illinois

Eliza Dean

Assistant Professor of Elementary and Middle Grades Education. Ph.D., University of Tennessee

Annette Debo

Assistant Professor of English. Ph.D., University of Maryland

James B. DeConinck

Interim Department Head and Associate Professor of Marketing. Ph.D., University of Arkansas

Mary D. Deck

Professor of Counselor Education. Ph.D., University of Virginia

Andrew C. Denson

Assistant Professor of History. Ph.D., University of Indiana

Sloan E. Despeaux

Assistant Professor of Mathematics. Ph.D., University of Virginia

Laura E. DeWald

Associate Professor of Environmental Science/Biology/Natural Resources. Ph.D., Virginia Polytechnic Institute/State University

Brian Dinkelmeyer

Associate Professor of Chemistry and Physics. Ph.D., SUNY Stony Brook

Sharon F. Dole

Assistant Professor of Special Education. Ph.D., University of Georgia

Jeanne E. Dorle

Assistant Professor of Project Management. Ph.D., University of Minnesota. J.D., William Mitchell College of Law

A. Michael Dougherty

Dean, College of Education and Allied Professions. Professor of Counselor Education. Ph.D., Indiana State University

Ruby L. Drew

Associate Professor of Communication Sciences and Disorders. Ph.D., Northwestern University

Linda K. Eargle

Assistant Professor of Physical Therapy. M.I.E., Clemson University

Deidre Elliott

Assistant Professor of English. M.F.A., University of Arizona

Constance Victoria Faircloth

Associate Professor of Elementary and Middle Grades Education. Ed.D., University of Georgia

Mary F. Fenton

Professor of English. Ph.D., University of Kentucky

Martin A. Fischer

Professor of Communication Sciences and Disorders. Ph.D., University of Oregon

Mario Gaetano

Professor of Music. D.M.A., Memphis State University

Brian Gastle

Associate Professor of English. Ph.D., University of Delaware

Jill Ghnassia

Professor of English. Ph.D., Duke University

Terry Gibson

Department Head and Associate Professor of Social Work. D.S.W., University of Alabama

C. James Goodwin

Assistant Professor of Psychology. Ph.D., Florida State University

Winford A. Gordon

Assistant Professor of Psychology. Ph.D., University of North Carolina at Chapel Hill

Gael N. Graham

Creighton Sossomon Professor of History. Ph.D., University of Michigan

Cathryn Griffin

Professor of Art. M.F.A., Yale University

Angela Grube

Assistant Vice Chancellor for Academic Affairs and Assistant Professor of Health, Physical Education and Recreation. Ph.D., Florida State University

Dan P. Grube

Assistant Professor of Health, Physical Education and Recreation. Ph.D., Florida State University

John C. Habel

Associate Professor of Psychology. Ph.D., University of Tennessee

Vincent P. Hall

Department Head and Associate Professor of Nursing. Ph.D., University of South Carolina

Marvin Thomas Hatley

Sequoyah Distinguished Professor in Cherokee Studies. Ph.D., Duke University,

Elizabeth Heffelfinger

Assistant Professor of English. Ph.D., Carnegie Mellon University

Erik Lowell Heiny

Assistant Professor of Mathematics. Ph.D., University of North Colorado

Bruce Barrie Henderson

Professor of Psychology. Ph.D., University of Minnesota

Steven Henson

Assistant Professor of Marketing and Business Law. Ph.D., Georgia State University

Harold A. Herzog, Jr.

Professor of Psychology. Ph.D., University of Tennessee

Mary Jean Ronan Herzog

Professor of Educational Leadership and Foundations. Ed.D., University of Tennessee

Scott E. Higgins

Dean, Graduate School and Research and Professor of Health Sciences. Ed.D., University of South Carolina

Nina Jean Hill

Assistant Professor, Department of Nursing. Ed.D. North Carolina State University

Eleanor B. Hilty

Associate Professor of Educational Leadership and Foundations. Ph.D., University of Tennessee

Marianne Hollis

Assistant Professor of Health Sciences. Ph.D., University of South Carolina

Robert S. Houghton

Department Head and Associate Professor of Elementary and Middle Grades Education. Ph.D., University of Wisconsin

Mike Hubble

Associate Professor of Health Sciences. Ph.D., University of Maryland

Beth Ann Hubor

Assistant Professor of English. Ph.D., University of Missouri-Kansas City

Marie T. Huff

Department Head and Associate Professor of Social Work. Ph.D., University of South Carolina

Scott Huffman

Assistant Professor of Chemistry and Physics. Ph.D., University of Rhode Island

John Casey Hurley

Professor of Educational Leadership and Foundations. Ph.D., University of Wisconsin-Madison

Jeremy Hyman

Assistant Professor of Biology. Ph.D., The University of North Carolina

Kathy M. Ivey

Department Head and Associate Professor of Mathematics. Ph.D., Washington State University

Jacque Jacobs

Department Head and Professor of Educational Leadership and Foundations. Ph.D., Southern Illinois University

Sharon Jacques

Associate Professor of Nursing. Ph.D., University of Texas at Austin

Stephen B. Jarrell

Professor of Management and International Business. Ph.D., Purdue University

Donald Albert Jensen, Jr.

Assistant Professor, Construction Management. Ph.D., Texas A & M University, 1993; JD, John Marshall School of Law, 1998; L.L.M., University of Miami School of Law

Jon Charles Jicha

Professor of Art. M.F.A., Kent State University

Ann P. Johnson

Interim Department Head, Applied Criminology and Professor of Nursing. Ed.D., University of Tennessee at Knoxville

Elizabeth H. Jones

Associate Professor of Accounting. Ph.D., Indiana University

Kathleen Jorissen

Assistant Professor, Department of Educational Leadership and Foundations. Ph.D., University of Minnesota

Meagan Karvonen

Assistant Professor of Educational Leadership and Foundations. Ph.D., University of South Carolina

Norman Leroy Kauffman

Associate Professor of Accounting. Ph.D., The Ohio State University

Jerry Kinard

Department Head and Professor of Management and International Business. D.B.A., Mississippi State University

David Kinner

Assistant Professor of Geosciences and Natural Resource Management. Ph.D., University of Colorado

Brent Kinser

Assistant Professor of English. Ph.D., University of North Carolina at Chapel Hill

James J. Kirk

Professor of Human Resources. Ed.D., Northern Illinois University

Joseph B. Klerlein

Professor of Mathematics. Ph.D., Vanderbilt University

H. Gibbs Knotts

Associate Dean of Graduate School and Research and Associate Professor of Political Science and Public Affairs. Ph.D., Emory University

William R. Kwochka

Associate Professor of Chemistry. Ph.D., North Carolina State University

Jeffrey K. Lawson

Associate Professor of Mathematics. Ph.D., North Carolina State University

James A. Lewis

Department Head and Professor of History. Ph.D., Duke University

Matthew Liddle

Associate Professor of Art. M.F.A., University of the Arts

Roger L. Lirely

Department Head and Associate Professor of Accounting. D.B.A., Southern Illinois University at Carbondale

Beverly L. Little

Professor of Management. Ph.D., Virginia Polytechnic Institute and State University

Philip L. Little

Professor of Accounting. D.B.A., Louisiana Tech University

Jiangxia (Renee) Liu

Assistant Professor of Accounting. Ph.D., University of Texas at Dallas

Cecil Donald Livingston

Professor of Political Science and Public Affairs. Ph.D., University of Mississippi

Elizabeth Tyson Lofquist

Associate Vice Chancellor for Academic Affairs and Associate Professor of Elementary and Middle Grades Education. Ph.D., University of North Carolina- Greensboro

Mark L. Lord, Ph.D.

Department Head and Associate Professor of Geosciences and Natural Resources. Ph.D., University of North Dakota

Karen Y. Lunnen

Department Head and Associate Professor of Physical Therapy. Ed. D., North Carolina State University

Alexander Macaulay

Assistant Professor of History. Ph.D., University of Georgia

Alvin C. Malesky

Assistant Professor of Psychology. Ph.D., University of Memphis

Judy Mallory

Associate Professor of Nursing. Ed.D., North Carolina State University

Shanmugasadasivam Manickam

Professor of Mathematics. Ph.D., University of Toronto

Thomas H. Martin

Director, Mountain Aquaculture Research Center, and Assistant Professor of Biology. Ph.D., North Carolina State University

Katherine G. Mathews

Associate Professor of Biology. Ph.D., University of Texas at Austin

Mary Lou Matoush

Assistant Professor of Elementary and Middle Grades Education. Ph.D., University of Florida

David M. McCord

Department Head and Associate Professor of Psychology. Ph.D., The University of Alabama

William McDaniel

Assistant Professor of Engineering and Technology. Ed.D., Clemson University

Anna Hicks McFadden

Director of the Coulter Faculty Center and Professor of Educational Leadership and Foundations. Ph.D., University of South Carolina

Dixie L. McGinty

Associate Professor of Educational Leadership and Foundations. B.A., University of Georgia, 1978, Ph.D., Georgia State University, 1996

James M. McLachlan

Department Head and Professor of Philosophy and Religion. Ph.D., University of Toronto, 1989.

Erin K. McNelis

Assistant Professor of Mathematics. Ph.D., Clemson University

Sue McPherson

Professor of Physical Therapy. Ph.D., Louisiana State University

Elizabeth McRae

Coordinator of Social Science Program and Associate Professor of History. Ph.D., University of Georgia

George W. Mechling Jr.

Professor of Management. Ph.D., University of Nebraska

Justin Menickelli

Associate Professor of Health, Physical Education and Recreation. Ph.D., Louisiana State University

Gordon E. Mercer

Professor of Political Science and Public Affairs. Ph.D., University of Florida

Sharon Metcalfe

Assistant Professor of Nursing. Ed.D., North Carolina State University

Ron Michaelis

Assistant Professor of Biology. Ph.D., Vanderbilt University

Niall Michelsen

Department Head and Associate Professor of Political Science and Public Affairs. Ph.D., University of North Carolina at Chapel Hill

Gayle Miller

Associate Professor of English. Ph.D., University of Georgia

Stephen C. Miller

Assistant Professor of Business Computer Information Systems/Economics. M.A., George Mason University

Scott W. Minor

Professor of Psychology. Ph.D., Virginia Commonwealth University

Gayle Moller

Associate Professor of Educational Leadership and Foundations. Ed.D., Columbia University

Katya Moorman

Assistant Professor of Art. M.F.A., Cranbrook Academy

Hollye Moss

Assistant Professor of Management. Ph.D., Clemson University

Jane Nichols

Assistant Professor of Interior Design. M.S.D., Arizona State University

Terry Randall Nienhuis

Professor of English. Ph.D., University of Michigan

Mary Anne Fritz Nixon

Professor of Project Management. J.D., North Carolina Central University

Sean P. O'Connell

Associate Professor of Biology. Ph.D., Idaho State University

Billy T. Ogletree

Department Head and Professor of Communication Sciences and Disorders. Ph.D., Florida State University

Thomas A. Oren

Associate Professor of Special Education. Ph.D., The Pennsylvania State University

Stephen D. Owens

Associate Professor of Management. Ph.D., University of North Texas

Joseph H. Pechmann

Associate Professor of Biology. Ph.D., Duke University

William L. Peebles

Department Head and Professor of Music. D.M.A., Michigan State University

Kevin L. Pennington

Associate Professor of Educational Leadership and Foundations. Ph.D., Kansas State University

Jane Clarkson Perlmutter

Professor of Elementary and Middle Grades Education. Ed.D., University of Georgia

William G. Perry

Professor of Business Computer Information Systems. Ph.D., University of North Dakota

Lois Petrovich-Mwaniki

Director, International Programs and Services and Associate Professor of Art. Ph.D., Purdue University

L. Scott Philyaw

Director of Mountain Heritage Museum and Associate Professor of History. Ph.D., University of North Carolina at Chapel Hill

Maurice L. Phipps

Professor of Health, Physical Education and Recreation. Ph.D., University of Minnesota

Robert Beasley Pittman

Professor of Education. Ph.D., University of North Carolina at Chapel Hill

Malcolm R. Powell

Department Head and Professor of Biology. Ph.D., University of Georgia

William D. Poynter

Assistant Professor of Psychology. Ph.D., Arizona State University

Kenneth Price

Assistant Professor of English. Ph.D., University of North Texas

Alvin C. Proffit

Associate Professor of Educational Leadership and Foundations. Ed.D. West Virginia University

Brian E. Railsback

Dean of Honors College and Professor of English. Ph.D., Ohio University

Mickey Randolph

Professor of Psychology. Ph.D., University of South Carolina

Ron Rash

Parris Distinguished Professor of Appalachian Studies. M.A., Clemson University

William Richmond

Associate Professor of Computer Information Systems. Ph.D., Purdue University

Lisen A. Roberts

Associate Professor of Counselor Education. Ph.D., University of Tennessee-Knoxville

Chandrika Rogers

Assistant Professor of English. Ph.D., Northern Arizona University

Marya Roland

Associate Professor of Art. M.F.A., University of Washington

Terry D. Rose

Assistant Professor of Elementary and Middle Grades Education. Ph.D., University of Tennessee

Sabine J. Rundle

Associate Professor of Biology. Ph.D., University of Illinois

Max Schreiber

Associate Professor. Ph.D., University of South Carolina

Valerie L. Schwiebert

Professor of Counselor Education. Ph.D., University of Florida

James Scifers

Associate Professor of Health Sciences. D.S., University of Maryland, Baltimore

Lori Beth Seischab

Assistant Professor of Biology. Ph.D., State University of New York at Stony Brook

David A. Shapiro

Professor of Communication Sciences and Disorders. Ph.D., Indiana University

John Sherlock

Assistant Professor of Human Services. Ed.D., George Washington University

D. Newton Smith

Associate Professor of English. Ph.D., University of North Carolina at Chapel Hill

Michael E. Smith

Associate Professor of Management and International Business. Ph.D., Portland State University

Eldred Spell

Professor of Music. Ph.D., Michigan State University

Austin H. Spencer

Professor of Finance. Ph.D., Indiana University

Richard Starnes

Department Head and Associate Professor of History; Senior Research Associate, Mountain Heritage Center. Ph.D., Auburn University

Christine D. Stevens

Professor of Health Sciences. Ed.D., University of Tennessee

Jack Summers

Assistant Professor of Chemistry. Ph.D., Georgia Institute of Technology

Susan L. Swanger

Associate Professor of Accounting. Ph.D., University of South Carolina

Vicki Szabo

Associate Professor of History. Ph.D., Cornell University

Benjamin Tanner

Assistant Professor of Geosciences and Natural Resources. Ph.D., University of Tennessee-Knoxville

Erin Tapley

Associate Professor of Art. M.F.A., University of Alabama

Michael Thomas

Assistant Professor of Management and International Business. Ph.D., James Cook University

Shannon Thompson

Associate Professor of Music. D.M.A., University of Texas at Austin

Richard Tichich

Department Head and Professor of Art. M.F.A., University of Texas at San Antonio

Sandra Tonnsen

Assistant Professor of Educational Leadership and Foundations. Ph.D., University of South Carolina

Rey A. Trevino, Jr.

Assistant Professor of Health, Physical Education and Recreation. Ed.D., University of Northern Colorado

Maridy McNeff Troy

Assistant Professor of Health, Physical Education and Recreation. Ed.D., The University of Alabama

James H. Ullmer

Assistant Professor of Economics. Ph.D., University of Tennessee-Knoxville

P. Bradley Ulrich

Professor of Music. D.M.A., University of Illinois

Lori E. Unruh

Assistant Professor, Department of Psychology. Ph.D., University of Kansas

Pam Vesely

Assistant Professor of Human Services. M.Ed., Vanderbilt University

Yishi Wang

Assistant Professor of Mathematics. Ph.D., Binghamton University

Todd Watson

Associate Professor of Physical Therapy. D.P.T., University of St. Augustine

David L. Westling

The Adelaide Worth Daniels Endowed Professor of Special Education. Ph.D., University of Florida

Hedy J. White

Professor of Psychology. Ph.D., Claremont Graduate School

Mitch Williams

Assistant Professor of Educational Leadership and Foundations. Ed.D., North Carolina State University

Harold J. Williford

Associate Professor of Mathematics. Ed.D., University of Georgia

Kathleen Sandquist Wright

Professor of Communication. Ph.D., Bowling Green State University

Laura Wright

Assistant Professor of English. Ph.D., University of Massachusetts

Robert S. Young

Associate Professor of Geology. Ph.D., Duke University

Affiliate Graduate Faculty Members

Richard Baird, Department of Biology

Raymond Barclay, Department of Psychology

Richard Bierregaard, Highlands Biological Station

Glenn Bowen, Department of Educational Leadership and Foundations

Jennifer Brown, Department of Educational Leadership and Foundations

Patricia Brown, Department of Educational Leadership and Foundations

Ronda Bryant, Department of Educational Leadership and Foundations

Brenda Coates, School of Art and Design

Reginald Coler, Department of Chemistry and Physics

Keith Clay, Highlands Biological Station

Marie Cochran, School of Art and Design

Shawn Collins, School of Nursing

Paul G. Davison, Highlands Biological Station

Paul Dezendorf, Department of Social Work

Jane Dickson, School of Art and Design

Jeanne Dulworth, Department of Social Work

Sally Feltner, School of Health Sciences

Sidney Finkel, Department of Business Computer Information Systems and Quantitative Methods

Timothy Forest, Department of Biology

Juliana Fusco, School of Art and Design

Janice Gilliam, Department of Educational Leadership and Foundations

Michelle Hargis, Department of Educational Leadership and Foundations

Deborah Harmon, Department of Educational Leadership and Foundations

Eric Iovacchini, Department of Educational Leadership and Foundations

Janet James, School of Nursing

Cheryl Johnson, School of Nursing

Ernest Johnson, Department of Educational Leadership and Foundations

Julie Johnson-Busbin, Department of Sales and Marketing

Dennis King, Department of Educational Leadership and Foundations

James (Kevin) Kirkpatrick, School of Art and Design

Richard Kucharski, Department of Educational Leadership and Foundations

Allen Lomax, Department of Educational Leadership and Foundations

Agenor Mafra-Neto, Department of Chemistry and Physics

Paul Manos, Highlands Biological Station

Bill McClendon, Department of Sales and Marketing

Andrew Methven, Highlands Biological Station

Claudia Mora, Department of Geosciences and Natural Resources

John C. Morse, Highlands Biological Station

Nicholas Norgaard, Department of Mathematics and Computer Science

H. Ronald Pulliam, Highlands Biological Station

Candace Roberts, School of Art and Design

Anne Rogers, Department of Educational Leadership and Foundations

Irene Rossell, Department of Biology

Brian Scholtens, Department of Biology

Raymond Semlitsch, Highlands Biological Station

Penny Smith, Department of Educational Leadership and Foundations
Lucian Szlizewski, Department of Educational Leadership and Foundations
Stephen Tilley, Highlands Biological Station
Philip Weast, Department of Educational Leadership and Foundations
William David Webster, Highlands Biological Station
Thomas R. Wentworth, Highlands Biological Station
Stephen Westfall, School of Art and Design
Julia Wetmore, School of Nursing
Erin Wheeler, Department of Accounting, Finance, and Economics
Peter S. White, Highlands Biological Station
Lorrie Willey, Department of Sales and Marketing
Mark Windham, Department of Biology

Names of temporary members of the graduate faculty are not listed here but are available from the Graduate School.