

# **Graduate Catalog**

2012 – 2013

Western Carolina University

## 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, disability, or political affiliation. 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](http://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](http://catalog.wcu.edu). Electronic 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. Electronic copies are available from Graduate School and Research, Western Carolina University, Cullowhee, NC, 28723 (828-227-7398; 800-369-9854; [grad@email.wcu.edu](mailto:grad@email.wcu.edu)).

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## Academic Calendar

### Fall 2012

August 18	Saturday	Residence halls open for all students
August 20	Monday	Classes begin (8 AM)
August 20-24	Monday-Friday	Schedule adjustments permitted for all students
August 24	Friday	Schedule adjustment activities for all students closes (5 PM)
August 25	Saturday	Class schedules will be cancelled for all <b>undergraduate/graduate</b> students who have not paid fees (including delinquent charges)
August 27	Monday	Begin period for drop with an automatic grade of "W"
August 31	Friday	University Census Day (no enrollment after 5 PM)
August 31	Friday	Late Registration Ends Fall 2012
September 3	Monday	Labor Day Holiday (No classes)
September 17	Monday	Auto "W" Ends (5 PM)
September 18	Tuesday	Begin "W" period for administrative withdrawal
October 6	Saturday	Homecoming
October 15-19	Monday-Friday	Fall Break (No classes)
October 30	Tuesday	Advising Day (No classes or faculty meetings)
October 31	Thursday	Early Registration begins
October 31	Wednesday	Online graduation application opens for Spring 2013 degree candidates
November 2	Friday	Last day to drop a course with a "W" (5 PM)
<b>November 12</b>	<b>Monday</b>	<b>Completed dissertations due to Graduate School for Fall 2012 degree candidates</b>
<b>November 16</b>	<b>Friday</b>	<b>Completed theses and comprehensive examination(s), portfolio, and foreign language results due to Graduate School for Fall 2012 degree candidates</b>
November 16	Friday	Thesis/dissertation abstracts due to Graduate School for Spring 2013 degree candidates
November 21 - 23	Wednesday-Friday	Thanksgiving Holiday (No classes)
December 3	Monday	Last day to receive "W" for medical, mental health legal or administrative reasons (5 PM)
December 7	Friday	Last day of regular class meetings
December 7	Friday	Incomplete removal grades due in Registrar's Office (5 PM)
December 7-18	Friday-Tuesday	Academic transcript for currently enrolled students unavailable due to Fall 2012 partial grading

December 8-14	Saturday-Friday	Final exams for all classes/semester ends
December 14	Friday	Residence halls close (5 PM)
December 15	Saturday	Commencement (2 PM)
December 15	Saturday	Spring 2013 scheduled drop for non-payment
December 17	Monday	All Fall 2011 grades due (10 AM)

### Spring 2013

January 11	Friday	Residence halls open for all students
January 14	Monday	8 AM, All classes begin
January 14-18	Monday-Friday	Schedule adjustments permitted for all students
January 18	Friday	Schedule adjustment activities for all students closes (5 PM)
January 21	Monday	Martin Luther King, Jr. Holiday (No classes)
January 22	Tuesday	Begin period for drop with an automatic grade of "W"
January 28	Monday	University Census Day (no enrollment after 5 PM)
February 26	Tuesday	Advising Day (No classes or faculty meetings)
February 27	Wednesday	Early Registration begins
<b>March 1</b>	<b>Friday</b>	<b>FAFSA Priority Filing Deadline</b>
March 21	Thursday	Last day to drop a course with an automatic grade of "W" (5 PM)
March 25-29	Monday-Friday	Spring Break (No classes)
<b>April 10</b>	<b>Wednesday</b>	<b>Completed dissertations due to Graduate School for Spring 2013 degree candidates</b>
<b>April 12</b>	<b>Friday</b>	Completed theses and comprehensive examination(s), portfolio, and foreign language results due to Graduate School for Spring 2013 degree candidates
April 12	Friday	Thesis/Dissertation abstracts due to Graduate School for Summer and Fall 2013 degree candidates
April		Last day to receive "W" for medical, mental health legal or administrative reasons (5 PM)
May 3	Friday	Last day of regular class meetings
May 4-10	Saturday - Friday	Final exams for all classes/semester ends
May 10	Friday	Commencement-Graduate Students Only (7 PM)

May 11	Saturday	Commencement-Undergraduate Students Only
May 13	Monday	All Grades Due (10 AM)

### Summer 2013

**Note: Pay close attention to start and end dates of various summer courses. Summer Session Term dates can be found on the Registrar's web page.**

May 13-28	Monday-Tuesday	Mini-session (Drop/Add period for them mini-session ends on the second day of the class. Automatic "W" period ends on the 6th day of class)
May 30-31	Thursday-Friday	Registration in Cullowhee
June 3-August 5	Monday-Monday	9 Week Term
June 3-July 3	Monday-Wednesday	First 4.5 Week Term
July 4	Thursday	Independence Day holiday
July 5	Friday	Registration in Cullowhee (No classes)
July 5-August 5	Friday-Monday	Second 4.5 week Term
<b>July 10</b>	<b>Wednesday</b>	<b>Completed theses and comprehensive examination(s), portfolio, and foreign language results due to Graduate School for August 2013 degree candidates</b>
<b>July 10</b>	<b>Wednesday</b>	<b>Completed dissertations due to Graduate School for August 2013 degree candidates</b>
Varied Dates	Last day of course	Final exams

## Telephone Numbers

### Area Code 828

<b>Graduate School</b>	<b>227-7398</b>
<b>Research</b>	<b>227-7212</b>
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	227-3888
Employment, Student	227-7290
Financial Aid, Loans, Scholarships	227-7290
Food Services	227-7396
Fraternities, Sororities, Clubs	227-7206
International Students	227-7494
Military Education, VA Benefits	866-928-4723
One Stop Student Services Center	227-7170
Provost Office	227-7495
Registrar, Student Records, Transcripts	227-7216
Residential Living	227-7303
Student Affairs	227-7234

## About the University and the Graduate School

Click on a link to be taken to the entry below.

### About the University

- Mission
- Location
- Governance
- Accreditation

### The Graduate School and Graduate Study at Western Carolina University

- Western Carolina University Programs at Biltmore Park
- Research and Service Facilities
- Hunter Library
- Centers and Institutes Affiliated with Graduate School and Research
- Division of Advancement and External Affairs

### The University Register

- History of The University of North Carolina
- Board of Governors
- Officers of the University of North Carolina
- Western Carolina University
- Board of Trustees
- Graduate School Officials and Staff
  - Graduate Council
- Research Administration
  - Faculty Scholarship Advisory Committee

### Student Life

- Housing
- Dining Services
- Student Activities and Services
- WCU Campus Police and Law Enforcement
- Health Services
- A.K. Hinds University Center
- Ramsey Regional Activity Center
- Career Services and Cooperative Education
- Other Facilities and Services

## About the University

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, master's, specialist, or doctoral level study in educational leadership and physical therapy. 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

Western Carolina University creates engaged learning opportunities that incorporate teaching, research and service through residential, distance education and international experiences. The university focuses its academic programs, educational outreach, research and creative activities, and cultural activities to improve individual lives and enhance economic and community development in the region, state and nation.

### Location

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 675 serves a student body of approximately 9,400 in resident-credit and extension classes.

The Cullowhee campus is in a rural valley between the Blue Ridge and Great Smoky Mountains, fifty-two 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.

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, Qualla Boundary (Cherokee), Fontana Lake, and numerous resort areas offer golfing, skiing, fishing, hunting, hiking, water sports, and other recreational opportunities nearby.

## **Governance**

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**

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 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 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 ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012  
- Telephone: (410)347-7700. (Electrical and Computer Engineering Technology and Engineering Technology-Applied Systems Technology Concentration)

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 Higher Education
- American Association of State Colleges and Universities
- American College of Dance Festival Association
- American Council on Education
- American Society of Allied Health Professions
- Association for Continuing Higher Education
- Association for Institutional Research
- Association of Governing Boards of Universities and Colleges
- Association for Theatre in Higher Education
- 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**

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 thirty-two 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**

Peter D. Hans, Chair	Fred N. Eshelman	Charles H. Mercer, Jr.
H. Frank Grainger, Vice Chair	John C. Fennebresque	Fred G. Mills
Ann B. Goodnight, Secretary	Dudley E. Flood	Burley B. Mitchell, Jr.
W. Louis Bisette, Jr.	Paul Fulton	Hari H. Nath
John M. Blackburn	Hannah D. Gage	David M. Powers
Peaches Gunter Blank	Irvin A. Roseman	Irvin A. Roseman
Laura W. Buffaloe	Thomas J. Harrelson	Richard F. "Dick" Taylor
Bill Daughtridge, Jr.	G. Leroy Lail	Railford Trask, III
Walter C. Davenport	Mary Ann Maxwell	Phillip D. Walker
James M. Deal, Jr.	Franklin E. McCain	Aldona Zofia Wos
Phillip R. Dixon	W. Edwin McMahan	David W. Young
<b>Members Emeriti:</b>	James E. Holshouser Jr.	
	J. Bradley Wilson	
<i>Ex Officio Member:</i>	Cameron Carswell	

### Officers of the University of North Carolina

Thomas W. Ross *President*

Jeffrey R. Davies *Chief of Staff*

Suzanne Ortega *Senior Vice President for Academic Affairs*

Leslie Boney *Vice President for International, Community, & Economic Engagement*

Bart Corgnati *Secretary of the University*

William Fleming *Vice President of Human Resources*

Christopher Brown	<i>Vice President for Research and Graduate Education</i>
Laura Fjeld	<i>Vice President and General Counsel</i>
John Leydon	<i>Vice President for Information Resources and CIO</i>
Alisa Chapman	<i>Vice President for Academic Planning and University-School Programs</i>
Charlie Perusse	<i>Vice President for Finance</i>
Kimrey Rhinehardt	<i>Vice President for Federal Relations</i>
Vacant	<i>Vice President for Government Relations</i>
Joni B. Worthington	<i>Vice President for Communications</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**

Joan G. MacNeill, Chair

Teresa Williams, Vice Chair

Ed Broadwell, Jr., Secretary

Grace Battle

Carolyn Coward

Alecia Page, (SGA President)

Bill Forsyth

Patricia Kaemmerling

George W. Little

Stephen M. Metcalf

Tommye Saunooke

Wardell Townsend, Jr.

Brenda C. Wellmon

### **About the Graduate School**

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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. Please see the Graduate Faculty & Staff web page, <http://www.wcu.edu/1137.asp>, for a current list of graduate faculty members.

### **Graduate Council**

Graduate School members serving on Graduate Council are the Dean as Chairman, Associate Dean of Graduate School, and Student Services Manager. Please see the Graduate Council web page, [www.wcu.edu/3020.asp](http://www.wcu.edu/3020.asp), for a current list of faculty and student members.

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.

### **Research Administration**

The Office of Research Administration (ORA) provides comprehensive support services for faculty and students seeking external funding for research from public and private sources. These support services include assistance with project planning, funding searches, proposal development, internal and external electronic submission processes, budgeting, human and animal subject research, project administration and compliance.

### **Faculty Scholarship Advisory Committee**

The mission of the Faculty Scholarship Advisory Committee is to serve as an advisory body to the WCU Chief Research Officer and the Director of Research Administration on matters pertaining to the development of research and creative activities. The advisory group is charged with helping to nurture a climate that encourages research as one of the primary missions of the University. The group identifies needs of the faculty and other researchers; analyzes services, policies, and procedures that affect research; and makes recommendations which, in its view, will facilitate the research process and research productivity at the University.

## **The Graduate School and Graduate Study at Western Carolina University**

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 1,900 are graduate students. Including its credit and noncredit instructional courses, continuing education offerings, workshops, conferences, 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 more than 50 professional and academic areas, the Education Specialist degree, the Specialist in School Psychology degree, and two Doctoral degrees.

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, business administration, chemistry, college student personnel, communication sciences and disorders, construction management, counseling, educational leadership, educational supervision, elementary education, English, entrepreneurship, health sciences, history, human resources, mathematics, middle grades education, music, nursing, physical therapy, project management, psychology, public affairs, school administration, social work, special education, teaching English to speakers of other languages (TESOL), or technology.

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

Further information may be obtained by emailing the Graduate School at [grad@wcu.edu](mailto:grad@wcu.edu), writing the Graduate School at 110 Cordelia Camp Building, Cullowhee, North Carolina 28723, or by telephoning 828-227-7398 or 800-369-9854.

### **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 Asheville Center, the Cherokee Center, 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>.

**Military Education.** Western Carolina University's Office of Military Student Services provides support and guidance to students who are serving, or have served, in the military in any capacity, and the family members of these students. This support and guidance is provided from the point of inquiry through graduation.

### **Western Carolina University Programs at Biltmore Park**

Western Carolina University offers a broad range of instruction at the graduate level in Asheville. The programs of instruction, intended primarily for the adult professional student, are taught late afternoons, evenings and weekends. The WCU Programs at Biltmore Park office is located in Suite 355 at 28 Schenck Parkway in Biltmore Park, Asheville, NC 28803, 828-658-6498. The School of Nursing is located in Suite 309, 828-654-6499.

For a complete list of graduate degree programs and certificate and licensure programs offered in Asheville please visit the Programs Offered at Biltmore Park website. Students enrolled in some programs will need to enroll in some coursework offered in Cullowhee.

### **Research and Service Facilities**

**Highlands Biological Station.** The Highlands Biological Station (HBS) is a field station for biological research and education focused on southern Appalachian ecosystems and organisms. Founded in 1927, HBS has been an Inter-institutional Center of the University of North Carolina since 1976. Western Carolina University has provided UNC administrative services for the Station since 1981. Thirty regional colleges and universities also participate in the Station's programs as member institutions.

HBS 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 combine to yield extremely rich biotic and environmental diversity, making the Station an ideal locale for field studies in environmental biology, conservation, aquatic ecology, population biology, community and ecosystem ecology, and systematics. 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 (38 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 K-12 and public programs, and the Highlands Botanical Garden, which features hundreds of native plant species in a variety of southern Appalachian habitats.

Each summer HBS offers up to a dozen one- to two-week courses and workshops, taught at the advanced undergraduate and introductory graduate levels. Academic credit through WCU or UNC-Chapel Hill is available for most courses and workshops. Limited financial aid is available for courses, and 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 environmental biology 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, courses, and research opportunities at the Highlands Biological Station, see the HBS 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.

**Disability Services.** The Office of Disability Services facilitates the determination of appropriate accommodations for students with disabilities. Accommodations are determined on an individual basis and may include but are not limited to housing accommodations, testing accommodations, sign-language interpreters, note takers, books in alternate formats, adaptive equipment and software, and priority registration. To receive services, students must submit current documentation of a disability. Career advisement, awareness activities, self advocacy training, and coaching are also available. Dr. Lance Alexis, Director, 828-227-2716. ([disability.wcu.edu](http://disability.wcu.edu))

**Center for Rapid Product Realization.** The mission of the Center for Rapid Product Realization is to match the Kimmel School of Construction Management and Technology's resources of laboratories, faculty and students with the needs of Western North Carolina. The goal of this engagement is to grow and transform the region's economy, to enhance student learning through real project experience, and to improve the quality of life. The RAPID Center has special expertise in four areas: rapid prototyping, adaptive technology, intelligent sensors and optoelectronics. The Center in collaboration with the SBTDC and Center for Entrepreneurship and Innovation serves as the US Economic Development Administration University Center for North Carolina. Faculty/student projects, particularly the two semester senior capstone projects, are one of the principal avenues for interacting with the WNC community. Projects include improvements to wheelchairs, sensors to help persons with dementia, new products for the Christmas tree industry, rehabilitation devices for children and the elderly and devices to help our men and women of U.S. Army Special Forces. Commercialization of technology is the central theme of these regional and statewide initiatives. To see more student/faculty projects and get more information on the Rapid Center's laboratories, go to <http://rapid.wcu.edu>.

## Hunter Library

The Hunter Library provides high-quality information support services to students, staff and faculty as its primary mission. Librarians provide both individualized research assistance and classroom instruction. The library is open more than 96 hours per week during the regular Fall and Spring semesters. The library's vast digital resources are available online 24 hours a day, seven days a week. The collections and services that support student and faculty research include:

- Main book collection consisting of over 700,000 books and bound periodicals. This collection is augmented by a 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 over 2 million volumes.
- 200+ electronic databases and 60,000+ 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
- Microform 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

- Online digital collections of photographs, maps and multimedia files focusing on the Western North Carolina region.
- 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
- An extensive collection of CDs, videotapes, DVDs and other media
- 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.** The Division of Information Technology is responsible for providing technology assistance, information and services in support of WCU'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 WCU'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 70 staff and is comprised of the following units: the Office of the Chief Information Officer, IT Administration, Academic Engagement & IT Governance, Applications & Systems, Chief Technologist & IT Security Office, Coulter Faculty Commons, Networking & Communications, Project Management, and IT Finance, HR, & Procurement. 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. Blackboard, 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 three general student computer lab facilities which are open at least fifty hours per week. The Technology Commons located in Hunter Library is open the same hours as the library, including 24 hours a day during the fall and spring final exam weeks. Users may call the Information Technology Help Desk locally at 227-7487 or toll free at 866-928-7487, email [ithelp@wcu.edu](mailto:ithelp@wcu.edu), or use the Online Help Desk/Self-Service Log-In: <http://ithelp.wcu.edu/> for assistance with any Information Technology service or resource. Users may also visit the Technology Commons for in-person help. Visit the Help Desk web site online at <http://www.wcu.edu/27156.asp> and the Technology Commons web site online at <http://www.wcu.edu/27270.asp> to learn more about services available. Faculty routinely work with the Coulter Faculty Commons to integrate technology into their teaching activities. Visit their web site online at <http://www.wcu.edu/7062.asp>.

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

The campus network interconnects with the North Carolina Research and Education Network (NCREN), which provides WCU 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 Division of Information Technology (DoIT) web site at <http://doit.wcu.edu> provides a variety of useful technology information and

self-help resources, as well as links for downloading software for personally-owned computers and accessing computer purchasing information.

**International Programs and Services.** The Office of IPS serves WCU students, faculty and staff with Study Abroad Programs, International Student Services, Faculty-led Travel Courses, International Faculty Visas, and the Intensive English Program. Advising and pre-departure orientations are available for the International Student (ISEP), the University of North Carolina (UNC-EP), and WCU bilateral exchange programs. For incoming international students, IPS provides an on-campus orientation, visa documents and counseling, student support services, and Host Family Association. Faculty-led travel courses are coordinated through IPS, and international faculty and visiting scholar visas. The Intensive English Program (IEP) provides English competency training before starting an academic program in the U.S. IPS also coordinates the K-12 International Outreach Program; Phi Beta Delta Honor Society for International Scholars; international university linkages; International Education Week; International Festival; and the Study Abroad Fair. Call (828) 227-7494.

**Mountain Heritage Center.** The center collects, interprets, and disseminates knowledge about the southern Appalachian region and its people. The center's research and artifact collections promote public awareness of the region's rich natural and cultural heritage using publications, electronic media, exhibitions, presentations, and demonstrations 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, work study, and co-op opportunities.

**Myron L. Coulter Faculty Commons for Excellence in Teaching and Learning.** The Coulter Faculty Commons 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 Coulter Faculty Commons' website is located at <http://facctr.wcu.edu/> and includes a GTA page.

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 Commons 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.

**School-University Teacher Education Partnership (SUTEP).** SUTEP, housed in the College of Education and Allied Professions, partners with more than 100 schools in the 18 western North Carolina school systems. These

partnerships are designed to enrich school-university relationships, strengthen teacher preparation, and provide professional development for teachers and school administrators.

**Speech and Hearing Clinic.** The Speech and Hearing Clinic'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

**Testing Services.** The Continuing Education Testing Center oversees administrations of a variety of tests. Testing includes TEAS, SAT, CLEP, DSST and MAT and other national exams. The Center also serves as a testing site for a variety of high-stakes/professional exams and is an approved site for proctored testing for distance learners. Each test will have specific requirements for registration. For a list of all testing and requirements, visit the website [testing.wcu.edu](http://testing.wcu.edu).

**Writing and Learning Commons (WaLC).** The Writing and Learning Commons seeks to enhance the academic environment and raise the level of academic discourse at WCU by providing tutoring, academic skills consultations, workshops, online learning resources, and faculty consultations. Writing Assistants collaborate with students from all classes and majors at every stage of the writing process, from brainstorming and prewriting to drafting and revising. Course tutors facilitate collaborative group sessions and offer strategies for effective study. Academic Skills Consultants conduct in-class workshops and one-on-one consultations focused on improving students' reading, note taking, time management, test preparation, and test taking skills. Call 828-227-7197 for writing appointments and 828-227-2274 for course tutoring and academic skills consultations. Visit the website, <http://walc.wcu.edu>, for additional learning and writing resources, hours of operation, and appointment information. All consultations and tutoring sessions take place in the WaLC, 207 Belk Building, or in designated classrooms on campus. Distance students and students taking classes at Biltmore Park are encouraged to use Smarthinking ([www.wcu.edu/12136.asp](http://www.wcu.edu/12136.asp)), an online tutoring service, and WaLC's online resources.

### **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 Public Policy Institute is a multidisciplinary applied research and outreach arm of the University concerned with promoting effective public policy in the region. Faculty and students from across the University participate in the institute in a variety of ways. Interested students and faculty should contact the director for more information.

### **Division of Advancement and External Affairs**

The Division of Advancement and External Affairs is responsible for the University's comprehensive public relations, communications and marketing programs, creative services, photographic services. Public relations, publications, and media services, including electronic and print communications, promotions, imaging, and positioning; alumni affairs; and development of private financial resources beyond state appropriations. The division supports student recruitment and serves as the university's liaison with alumni; regional, state, and national organizations; and government agencies.

The division includes the offices of Communications and Public Relations, Creative Services, Development, Alumni Affairs, and Regional Affairs; and the Mountain Heritage Center. The division administratively houses the Western Carolina University Foundation, chartered in 1971 to promote University goals and private-sector fund-raising.

**Office of Communications and Public Relations.** The Office of Communications and Public Relations is responsible for the administration of University programs in public information, media services, publications, and web-based public information services. It is the liaison between University personnel and the news media, including newspapers, radio and television stations, and coordinates the planning, design, and production of all University publications, including the Western Carolina University magazine, exhibits, and displays, including those in electronic formats. It is responsible for producing or arranging for production of all University film, video, electronic media, and slide-tape presentations intended for the public.

**Social Media and Events Calendar.** The Office of Communications and Public Relations works with units across campus to integrate social media into the university's communications and marketing strategies. Faculty and staff receive help with university-related social media activities including blogging, friending, tweeting, flickering, podcasting, ninging and youtubeing; developing a strategy for using these relationship-building tools; collaborating with colleagues; and exploring ideas.

**Office of Creative Services.** The Office of Creative Services designs and produces distinctive communications tools for the purpose of promoting awareness of and appreciation for the University's numerous programs and partnerships.

**Marketing, Event Planning and Management.** The Office of Marketing, Event Planning and Management coordinates promotional efforts for public events that enhance the University as a cultural destination through a full range of event planning and marketing services.

**Office of Development.** University Policy #55 assigns the Office of Development responsibility for private-sector fund-raising on behalf of University units and programs. The Office of Development receives, records, receipts, and acknowledges all private gifts to the University; conducts annual fundraising activities for support of academic and other programs; and guides and coordinates the systematic pursuit of major and planned gifts. Any fundraising activities for voluntary contributions from individuals, corporations, foundations, or philanthropic agencies conducted on behalf of the University or any unit thereof must be coordinated through the Office of Development.

**Foundation.** The Western Carolina University Foundation is the primary volunteer organization engaged in cultivating and directing significant private resources to the University.

**Office of Alumni Affairs.** The Office of Alumni Affairs maintains all alumni records; organizes and coordinates meetings of alumni groups, alumni reunions, and alumni homecoming activities; works directly with the Board of Directors of the Western Carolina alumni associations and Western Carolina clubs (alumni chapters); assists with publications and all electronic communications with alumni; and general serves as a communications link and support structure for alumni.

**Office of Partnership Development.** The Office of Partnership Development for the WCU Millennial Initiative is responsible for exploring and developing outside/external partner proposals and opportunities for the Millennial Initiative. The Office works closely with the Millennial Initiative Policy Group (MIPG) in developing and coordinating policy interpretations and business practices relating to Millennial Initiatives and external partners.

## **Student Life and Services**

Services are provided at Western Carolina University to further each student's academic and social development. The Division of Student Affairs has general responsibility in this area, and its functions include providing comfortable housing, offering counseling services and health care, and enhancing the college environment with recreational and leadership activities. The Division's website is available at <http://dsa.wcu.edu>.

**On-Line WCU Student Handbook.** Available at <http://studenthandbook.wcu.edu>, the WCU Student Handbook provides convenient links to Western Carolina University policies, procedures, and support for students, as well as general information about the University, and much more. The Student Handbook supplements the information found in this catalog.

## **Housing**

**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 and professionals responsible for both the residential community as well as each student's personal growth and development.

The residence halls are open to all students, undergraduate and graduate, to the extent available. Freshmen and some transfer students are required to live on campus. This requirement may be waived if the student is married or lives with parents in a county contiguous to Jackson County. For full details regarding the residency requirement, please read University Policy #96 at <http://www.wcu.edu/25379.asp>.

A variety of accommodations are available including, private and double rooms, suite style buildings, and graduate housing. 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. (A list of suggested items to bring can be found on the Residential Living website.) 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 Student Mail Center located in the University Center. Mailing addresses are assigned by the Department of Residential Living and will be provided when students receive housing assignments.

Please visit <http://housing.wcu.edu> to learn much more about Residential Living and life in the residence halls at Western Carolina University.

**Off-Campus Housing.** Students that are eligible under University Policy #96 to live off-campus and choose to do so, are responsible for making those arrangements and the associated obligations. While the University does not endorse any off-campus housing, an on-line service is available to help University community members explore off-campus options: <http://offcampushousing.wcu.edu/>.

## **Dining Services**

Please review the Dining Services website at <http://www.campusdish.com/en-US/CSSE/WesternCarolina> for comprehensive information about eating on-campus.

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.**

## **Student Activities and Services**

A variety of programs, activities, and services identified with everyday living are available on campus. Students are encouraged to choose and participate in co-curricular activities wisely and balance them with their academic endeavors. The student activity fee helps to support many of these activities and services as well as a number of cultural programs.

The fee also supports the campus media including the radio station, newspaper, literary magazine, and student television station.

Student organizations are recognized as an important part of the educational process. More than two hundred recognized campus organizations provide students opportunities to explore their religious, political, professional, social, or special interests and to be recognized for their academic and personal achievements. Learn more about the ways students can get involved on-line at <http://www.wcu.edu/100.asp>.

### **A.K. Hinds University Center**

The University Center (UC) is your gateway to involvement at WCU! From programs and student organizations to dining options and conference rooms, the UC is the central facility for student participation! The UC provides a wide range of services, programs, and organizations aimed to improve student involvement and to provide a well-rounded collegiate experience for students. The A.K. Hinds University Center provides an inclusive student-centered community that supports and encourages student learning, leadership opportunities, personal development, and active learning, in a caring atmosphere.

Named for the late Anthony Keith Hinds, former dean and professor of mathematics at WCU, the University Center is the hub of student social life on campus. The UC features a two-story atrium, meeting rooms, a grand ballroom, a 170-seat movie theater, Club Illusions, Catamount Clothing, a food court, and the student mailroom. The additional space also includes the Intercultural Center, as well as the Center for Student Involvement with offices, workspace, and conference rooms for student clubs and organizations. Also a vital part of the UC is the Student Media Center, located in the historic Old Student Union, which houses student-run media groups that include radio, newspaper, television and literary magazines. The UC also works with the student leaders of Last Minute Productions (LMP) and Arts and Cultural Events (ACE) to provide student initiated programming for the entire campus. These groups work to bring concerts, speakers and a variety of performers to the campus community. The UC website is available at: <http://univcenter.wcu.edu>.

### **Base Camp Cullowhee**

Located in Brown Hall, Base Camp Cullowhee (BCC) is the outdoor program of WCU. BCC provides outdoor trips and skills clinics to help students experience adventure in the great outdoors, learn new outdoor activities, challenge themselves to do more than they ever thought was possible, grow as a person and a leader, connect with other people and friends, and explore their surroundings in wild Western North Carolina. BCC also manages the Base Camp Climbing wall, a 50ft tall indoor climbing wall located in the Campus Recreation Center, and offers the campus community a rental program for outdoor equipment such as tents, sleeping bags, whitewater gear and more. Many classes, clubs, and organizations take advantage of BCC's teambuilding services to provide their group with unique training to reach their goals. For more detailed information, visit the BCC website: <http://basecamp.wcu.edu>.

### **Campus Recreation and Wellness**

The mission of the Department of Campus Recreation and Wellness is to create a campus-wide culture of wellness by providing programs, services, and facilities for individuals to engage and sustain the active process of healthy living.

Located in the 73,000 square foot Campus Recreation Center (CRC), our goal is to offer a wide range of quality facilities and programs that will support the university community in achieving a balanced quality of life. The CRC is home to the campus intramurals program as well as club sports. Please visit our website for current information about Campus Recreation and Wellness: <http://reccenter.wcu.edu>.

### **Athletics**

Western Carolina University is a NCAA Division I institution with membership in the Southern Conference. With over 300 student athletes competing in 16 sports, WCU students have many opportunities to support their Catamounts. The

mandatory Athletic Fee provides support for WCU Athletics and so students have free tickets to all Athletic events. More information about Catamount Athletics is available on the official website: <http://www.catamountsports.com/>.

### **University Health Services**

The mission of Western Carolina University Health Services is to meet the healthcare needs of the academic community and to enhance the physical, psychological, environmental and health education needs of the WCU campus community. The staff includes physicians, physicians' assistants, licensed practical nurses, registered nurses, and a laboratory technician. Additionally, the Health Service administers a student-run ambulance service that allows for on-campus coverage for emergencies. Specialty services offered include a women's health clinic, allergy and immunization clinic, and some limited pharmacy services.

The mandatory Student Health Fee supports University Health Services, however some procedures require additional charges. WCU is part of the University of North Carolina System which requires all students to provide proof of immunizations and health insurance coverage. A student's registration status may be held until these requirements are met. Students that do not have health insurance coverage are required to participate in the UNC System-sponsored health insurance plan.

More information about Health Services and the health insurance requirements are available on-line at <http://studenthealth.wcu.edu>.

**Counseling and Psychological Services.** Counseling and Psychological Services (CPS) provides free and confidential short-term counseling and emergency services for students. Other services include support groups, consultations, psychiatric medication assessments, referrals, and outreach presentations and programs. Please refer to our website at [www.counselingcenter.wcu.edu](http://www.counselingcenter.wcu.edu) for further information on our services, staff, and mental health resources. Initial appointments can be made in person (Bird Bldg. 2nd floor) or by phone (227-7469). Please refer to our website for a list of our weekly groups, outreach presentation topics, and biofeedback services.

### **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://wcu.edu/27420.asp>)
- JobCat and other 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

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 advanced teacher or school professional licensure will find assistance in the Office of Field Experience and Licensure, Room 230 Killian Building, 828-227-2000.

### **Intercultural Affairs**

The departments of Multicultural Affairs and the Women's Center have merged to become the Department of Intercultural Affairs (ICA). This reorganization provides students with more opportunities to connect, and ensures an ongoing collaboration of programs and services to better meet the needs of our students, campus and surrounding communities. Intercultural Affairs sponsors programs during nationally recognized celebratory months to highlight some of the many cultures represented in the campus community. ICA staff serves as a resource, advocate and foundation of support for the Western Carolina community on issues of diversity, multiculturalism, and tolerance for differences. Located in the University Center, Intercultural Affairs is a resource for all WCU students. WCU's Diversity Initiatives website is at <http://diversity.wcu.edu/> and highlights many of Intercultural Affairs programs and services.

### **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:** 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.

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

### **Campus Safety Report and Emergency Preparedness**

Western Carolina University Police work to keep the campus community safe and help prepare the campus for emergencies. An annual safety report is posted online at <http://police.wcu.edu/> and <http://dsa.wcu.edu/> in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (formerly the Campus Security Act). A link to an Emergency Information website is included at the bottom of all WCU web pages or can be opened at <http://emergency.wcu.edu/> for details on campus preparedness and emergency notification systems. All students, faculty and staff are encouraged to carefully review this information.

### **WCU Campus Police and 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 call boxes which are placed at various locations throughout campus. Information regarding crime reports, statistics and prevention programs is available at the University Police department and <http://police.wcu.edu> website.

**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. Parking and traffic regulations literature is made available in the Parking Services Office, located in the Outreach Center Annex. These same regulations are made available on-line at <http://www.wcu.edu/9005.asp>.

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. Appeals concerning student violations are heard by a similar SGA appellate committee. The faculty and staff parking citation appeal form is available at [http://www.wcu.edu/WebFiles/PDFs/police\\_appeal\\_form\\_faculty\\_staff.pdf](http://www.wcu.edu/WebFiles/PDFs/police_appeal_form_faculty_staff.pdf), or in the Parking Services Office. The student parking citation appeal form is available online at <http://www.wcu.edu/12768.asp> (SGA Office 828-227-7299). 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 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. The Cat-Tran buses are used for the daily shuttle routes and are not available for special event or group use. For information regarding routes, hours of operation, or other issues, please visit the Cat-Tran website at <http://www.wcu.edu/9004.asp> or call the Cat-Tran office at 828-227-8726 (TRAN).

## **Other Services and Facilities**

**Bank Services.** A Wachovia ATM is located on campus. State Employees Credit Union and BB&T ATM's are located in the Hinds University Center. Additionally, branch offices of Wachovia Bank, BB&T, State Employees Credit Union, Sun Trust Bank, Macon Savings Bank, Carolina First Bank, Mountain Credit Union, United Community Bank, First Citizen's Bank, Jackson Savings Bank are located in or near Sylva.

**Books and Supplies.** The Catamount Bookstore offers students a variety of educational materials and supplies. An extensive selection of books is offered for class use and extracurricular reading. All books for graduate students, distance learning and supplemental text and course-related materials for undergraduates 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 website at <http://books.wcu.edu/home.aspx>.

**Center for Service Learning.** The Center for Service Learning helps WCU students, faculty, and staff find service opportunities in the region. The office plans and promotes volunteer opportunities, facilitates course-based service learning projects, and helps arrange mandated community service for students who violate the University's code of conduct. Service opportunities are available at over 120 community agencies, and include many types of projects. Through service learning, students can improve their understanding of course content, meet community needs, develop career-related skills, and become responsible citizens. Each year, there are more than 100 courses with service learning components, spread across every college and school of the University.

**Clothing and Gifts.** The Catamount Clothing and Gifts store offers students a variety of clothing, gifts, greeting cards and miscellaneous items. The store is located on the second floor of the UC and for more information, call 828-227-7626 or visit our website at <http://books.wcu.edu/home.aspx>.

**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 aérograms, overseas services, and other features is located in the lobby of the A.K. Hinds University Center.

**Recreation.** The Campus Recreation Center is considered the playground of Western Carolina University's campus and home to a wide variety of recreational opportunities. Within the 73,000 square foot facility there is a 48 foot climbing

wall, three lane indoor track, gymnasium, two multi-purpose studios, and full locker room amenities. The fitness area includes selectorized weight machines and an assortment of free weights and cardio equipment which provides options for every fitness level. Additional programs offered by the center include: personal training, fitness assessments, group exercise, and other wellness activities that contribute to health, well-being, and social development.

Housed in the Campus Recreation Center is the Intramural Sports Program which offers sports in more than forty individual, team, and co-ed activities allowing students an opportunity to participate in sports in a fun and competitive atmosphere. In addition, the Intramural Sports Program has 14 established sport clubs. These clubs are open to all students regardless of skill level. Students are also encouraged to develop new sport clubs.

Additional recreational facilities on campus include: Reid and Breese pools, Ramsey Center racquetball courts, tennis courts, and a 12-hole disc golf course.

**Student Support Services** (<http://sss.wcu.edu>) 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, and tutoring. Students may qualify for all free services if they meet one of the following criteria: they are first generation college students; OR they have a documented disability; OR meet U.S. Department of Education income guidelines.

**The Small Business and Technology Development Center at Western Carolina University (SBTDC at WCU).** The SBTDC center at WCU is staffed by eight dedicated business professionals who provide comprehensive business counseling for small to medium-sized companies. These counselors serve the 14 western counties of North Carolina through two convenient locations at Western Carolina University and downtown Asheville.

Most business owners or their executives come to the SBTDC initially for confidential counseling to assess their business and develop a plan to make their business better. Together, the counselor and company select tools to implement that plan – financial analysis, market studies, focus groups, strategic needs assessments, government procurement assistance, and/or strategic planning retreats to name a few. Should funding be needed, the SBTDC is an approved technical assistance provider for North Carolina and the SBA programs. For companies involved in scientific research & product development, we assist with federal SBIR and STTR grants.

As a program of the university system, the SBTDC strives to leverage the assets of WCU to benefit businesses in the region. Last year, over 100 students from WCU were placed into applied learning projects designed to assist companies improve and grow. These projects provide a hands-on learning experience for students and much needed resources for businesses.

**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/7252.asp>) or contact the center at (828) 293-1530.

**The Office of Multicultural Affairs** (<http://multicultural.wcu.edu>) 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 visit our website or call 828 227-2276.

**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.

**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 call 828-227-7450 or email: [www.womenscenter@email.wcu.edu](mailto:www.womenscenter@email.wcu.edu).

## Academic Regulations

Click on a link to be taken to the entry below.

### Course and Grade Policies

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- Class Attendance
- Grading System
- Academic Integrity Policy
- Academic Action Appeal
- Credit Policies
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### Program Completion, Graduation and Licensure

- Application for Graduation
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### Student Rights and Regulations

- Family Educational Rights and Privacy Act
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  - Computer Use Policy
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### Graduate Degree Requirements and Information

#### Changes in Requirements and Regulations

## 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

Full-time course load for graduate students per term is nine hours. The maximum course load is fifteen hours per term. The maximum course load during summer term is twelve hours.

### Class Attendance Policy

- I. **General Attendance Policy:** All students are expected to attend and participate in all meetings of the courses in which they are enrolled; any absence is incurred at the student's own risk.

Each instructor will establish the attendance requirements, make-up procedures, and guidelines for absences in each course and the effect that irregular attendance, lack of participation, and inadequate preparation will have upon a student's grade. Attendance requirements and their relationships to grades shall reflect the norms of the department and college and should not conflict with university policy herein. The instructor will distribute written attendance policies to students at the beginning of each term. An instructor may establish special and more demanding attendance requirements for students who are performing less than satisfactorily. Each student is responsible for complying with the announced procedures for making up missed work.

Students with more unexcused absences than the semester hours given for a course can expect the instructor to lower their final grade, especially in a 100-(freshman) or 200-(sophomore) level course. Missing approximately 10% of class meeting times (e.g. 4-5 MWF classes, 3 TR classes, or 1 laboratory or night class) or more constitutes a significant amount of class materials and experience and is very difficult, if not impossible, to make up. Class attendance may be required of undergraduate students as a condition of admission or readmission to the university or of eligibility to continue enrollment. Graduate students are expected to attend all class meetings. Specific attendance regulations are announced by the instructor.

- II. **University Excused Absences:** In addition to a documented and bona fide medical emergency, the death of an immediate family member, or pre-arranged absence for religious observance, excused absences are granted for university events that include performances and events sanctioned by the Chancellor to promote the image of the university, regularly scheduled university team competitions (athletic and otherwise) including postseason play (practices and training sessions are excluded) and, in addition, student engagement sponsored by the institution and approved by the Provost (e.g. research presentations and performances at national conferences or events).

Individual class requirements such as field trips, field research or service learning activities are not considered institutional events. Faculty who schedule outside activities may request other faculty to excuse students from their classes so they may attend the outside event. However, individual faculty will determine whether the absence is excused or not. Should students be unable to attend the outside class event because of required attendance in other classes, they will not be penalized by the professor offering the outside activity.

An instructor is expected to honor a valid university excuse for an absence and to provide reasonable make-up work if the student notifies him or her of the approved absence at least one class period prior to the date of absence. A student who misses class work because of a university excused absence is responsible for contacting the instructor within one class meeting after returning to make satisfactory arrangements that the instructor deems appropriate for a make-up. Excused absences should not lower a course grade if the student is maintaining satisfactory progress in the class and has followed the instructor's make-up procedures. Class experiences that are impossible to make up should be discussed during the first week of classes when there is sufficient time for a student to drop the course.

A student who anticipates missing a high number of classes (i.e. 10% or more of class time) for excused absences is required to discuss this issue with the instructor during the first week of classes to determine the possible solutions or consequences. Courses in professional programs with accreditation or licensure requirements should not be taken in a semester where a student anticipates a high number of absences.

The trip or activity sponsor must obtain written permission to travel as soon as possible and give each student a copy of the approved request. Each student must give the request to the instructor as soon as possible but ideally at least one week prior to the day of the absence. The request should contain the name of the sponsor and group, the purpose, date(s), location of the event, and time and the names of the participating students.

The forms for University Sponsored Absence and Class Absence due to Required Religious Observance are found on the Registrar's webpage at <http://www.wcu.edu/24089.asp>.

- III. **Drop for Non-Attendance:** An instructor will have the discretion to cancel a student's registration for a course if the previously registered student fails to attend the first class meeting and fails to notify the instructor prior to the end of the first day of class. Students may re-register for the course on a seats-available basis up through the end of drop/add (5th day of semester).

Although instructors may drop students for non-attendance, students should not assume that this will occur. Students are responsible for dropping a course, if that is their intent, to avoid a grade of W or F.

Student appeals resulting from emergencies or other extenuating circumstances will be considered on a case-by-case basis by the department head or in the appropriate dean's office. Re-registration will not be permitted for any reason after census day (10th day of semester).

## 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	In Progress	-
F	Failure	0	S	Satisfactory	0
I	Incomplete	-	U	Unsatisfactory	0

**Incomplete.** The instructor may grant a student an I grade for work not completed if there is a reasonable prospect that the student can pass the course by making up the work missed if the incompleteness is unavoidable and not caused by the student's negligence. All incomplete grades must be removed and a grade of A, B, C, F, S, or U must be submitted to the registrar. The work must be made up and a grade received by the registrar by the last day of classes of the next regular semester (excluding summer), or the grade will become an F. A student may not re-register for the course until the I is removed or changed to an F. The instructor is required to list the conditions to remove the I and send them to the department head. If the instructor is no longer employed by the university, the department head will remove the I upon completion of the stated requirements. In extenuating circumstances, students should refer to the "Academic Appeals Procedure" section in The Record.

**In Progress.** An IP (In-Progress) is assigned only in courses that have been approved for IP grading. An IP grade indicates that a grade is pending until the sequence of courses is completed. A grade of IP is appropriate as long as work remains in-progress. Once work is complete the IP grade will be replaced with an evaluative grade appropriate for the course. If a student changes programs; changes options within a program such that credit is no longer needed to complete program requirements; or if the student ceases enrollment and the work is not completed within a year, an evaluative grade will not be issued and the IP grade will be administratively replaced with NG (No-Grade) to indicate that work is no longer in-progress.

**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.

**Audit.** When space is available, a registered student may audit a course with the approval of the adviser, the instructor, the head of the department offering the course and the Dean of Graduate School and Research. A completed course audit form must be submitted in order to enroll. Change from audit to credit, or the reverse, is permitted only during the regular schedule adjustment period. No credit is earned for auditing, but the audited course must not add hours in excess of the student's maximum load. An audited class will be noted on the student's transcript. Audit courses do not count toward the credit hours required for full-time enrollment. Participation in class activities is optional with the instructor. Tuition and fees for audited courses are determined by the hour value of the courses.

**Final Grade Changes.** When a grade other than incomplete is reported officially by an instructor at the end of a term, the grade is recorded and can be changed only if an error was made in estimating or reporting it. The instructor will, with the approval of the department head, report the error in writing to the dean with a recommendation about the

action to be taken. Only the instructor can change the grade in a course except as provided in the incomplete grade policy. In cases of student appeal, or academic integrity violation the final grade may be determined by the appropriate appeal body as part of sanctions (see Academic Integrity Policy). Any request by a student for a change in a final grade must be submitted to the instructor within thirty-five days after the end of final exams.

**Grade Average for Graduation.** An average of B (3.0 GPA) is required for all graduate degrees and certificates. Grades received in all graduate courses will be included in the graduate cumulative average. In the case of the returning graduate student receiving subsequent degrees or certificates, a B average must be reflected in the grades received in all graduate courses (the graduate cumulative average) as well as grades received in the subsequent graduate program courses.

**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.

### **Withdrawal Policies and Procedures**

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 credit 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 828-227-7753.

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.

**Psychological/Mental Health University Withdrawal and Readmittance.** If a student obtains a psychological or mental health withdrawal, readmittance to Western Carolina University is contingent upon review by Counseling and Psychological Services to ensure that recommended services can be obtained. These students will not be allowed to preregister or register for future classes until they have met the criteria outlined at the time of withdrawal.

**Academic Integrity Policy and Process.** *This policy addresses academic integrity violations of undergraduate and graduate students. Graduate students should read inside the parenthesis below to identify the appropriate entities in charge of that step of the process.*

Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see Article VII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE).

Violations of the Academic Integrity Policy include:

**Cheating** - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

**Fabrication** - Creating and/or falsifying information or citation in any academic exercise.

**Plagiarism** - Representing the words or ideas of someone else as one's own in any academic exercise.

**Facilitation** - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination)

The procedures for cases involving allegations of academic dishonesty are:

**Undergraduate (Graduate) Process.** *Graduate students should read inside the parenthesis to identify the appropriate entities in charge of that step of the process.*

1. Faculty members have the right to determine the appropriate sanction(s) for violations of the Academic Integrity Policy within their courses, up to and including a final grade of "F" in the course. Within five (5) days of the instructor's knowledge of the alleged violation of the Academic Integrity Policy, the instructor will inform his/her department head (Associate Dean of the Graduate School) in writing of the allegation and proposed sanction(s).
2. The faculty member will meet with the student to inform him/her orally and in writing of the allegation and the sanction(s) imposed within ten (10) days of knowledge of the alleged violation. If the student is part of a distance learning program and does not have face-to-face interaction with the faculty member, the meeting may take place over the phone. Should either the student or faculty member feel uncomfortable about this meeting, either party may bring an advisor with them. Prior to this meeting, the faculty member will contact the DSCE (227-7234) to establish if the student has any record of previous academic integrity violations. If a previous academic integrity violation exists, the matter must be referred directly to the DSCE.
3. If the case is a first offense, the student can choose to accept the allegation and proposed sanction(s) from the faculty member by signing a Mutual Resolution or can choose to have a hearing with the Academic Integrity

Board (Graduate Academic Integrity Board). Prior to the meeting with the student, the faculty member will complete the Academic Integrity Violation Form (dsce.wcu.edu). Once complete, the faculty member will present it to the student, who must choose to either accept the proposal or go to a hearing. After the student has made their decision the faculty member is responsible for submitting copies to the student, their department head, and the DSCE. The DSCE should also receive any supporting documentation such as the assignment in question, the course syllabus, etc. Mutual Resolutions are final and are not subject to further review or appeal. The DSCE will maintain these files and give the faculty member and department head confirmation of receipt.

4. In instances of second offenses, or when the student chooses a hearing, the DSCE and student will schedule a hearing orientation meeting to discuss the hearing process and schedule a hearing. The date of the hearing will not be fewer than ten (10) days after receipt of written notice. The student can waive minimum notice of a hearing; however, extensions are at the sole discretion of the DSCE. Should the student choose not to attend his/her hearing orientation meeting, a hearing date will be assigned to the student.
5. Hearings shall be conducted by the Academic Integrity Board (Graduate Academic Integrity Board) according to the following guidelines:
  - (a) Hearings shall be conducted in private.
  - (b) Admission of any person to the hearing shall be at the discretion of the chair of the Academic Integrity Board (Graduate Academic Integrity Board) and/or the DSCE.
  - (c) Charges against multiple students involved in the same incident may be heard in a single hearing only if the accused student(s), complainant(s), and the DSCE consent to such a proceeding.
  - (d) The complainant and the accused have the right to be assisted by any adviser they choose, at their own expense. The complainant and the accused are both responsible for presenting his or her own case. Advisers are not permitted to speak or to participate directly in any hearing before the Academic Integrity Board (Graduate Academic Integrity Board).
  - (e) The DSCE and the Academic Integrity Board (Graduate Academic Integrity Board) must assure that the accused student has the capability to present his/her information and defense at the hearing. The method for assuring this capability may vary depending on the nature of the case. Upon a determination of incapability, the DSCE must advise the accused to seek assistance or may assign an adviser to the accused.
  - (f) Prior to the hearing, the complainant, and the accused have the right to review any written information that will be used at the hearing and to obtain a list of witnesses intended to be called.
  - (g) Pertinent records, exhibits, and written statements may be accepted as information for consideration by a hearing body to the extent that the information is relevant, credible, not prejudicial to the fairness of the proceedings, and does not otherwise infringe upon the rights of other students.
  - (h) All procedural questions are subject to the final decision of the chair of the Academic Integrity Board (Graduate Academic Integrity Board).
  - (i) During the closed deliberations of the hearing, the Academic Integrity Board (Graduate Academic Integrity Board) shall determine by majority vote whether the student has violated each section of the code with which the student has been charged.
  - (j) The Academic Integrity Board's (Graduate Academic Integrity Board's) determination shall be made on the basis of whether it is more likely than not (a preponderance of the information) that the accused student violated the code.

(k) The following order of presentation is recommended for use in formal hearings. The order may be changed at the discretion of the chair of the Academic Integrity Board (Graduate Academic Integrity Board).

1. Presentation of formal charges.
  2. Opening statements by the complainant and by the accused.
  3. Presentation of information and witnesses, and cross-examination by the complainant and by the accused.
  4. Closing statements by the complainant and then by the accused.
  5. The Academic Integrity Board (Graduate Academic Integrity Board) will then go into closed deliberations. The accused student, complainant, and all witnesses, unless released by the chair, are required to remain in close proximity to the hearing, should the Academic Integrity Board (Graduate Academic Integrity Board) need to recall.
  6. When deliberations are complete, the accused student and complainant are recalled and the chairperson verbally delivers the finding of the hearing body. If the student is found not-responsible the hearing is then complete. If the student is found responsible for the violation(s) the board will once again go into closed deliberations to determine sanctioning.
6. There shall be a single verbatim record, such as a recording, of all hearings before the Academic Integrity Board (Graduate Academic Integrity Board). The record shall be the property of the university.
  7. In all cases, the information in support of the charges shall be presented and considered. Thus, if the accused student chooses not to be present at his/her hearing, the hearing will continue in absentia. A student's absence at his/her hearing is not a violation of the code; however it prevents that student's voice from being heard.
  8. During the closed deliberations of the hearing, the Academic Integrity Board (Graduate Academic Integrity Board) shall deliberate to determine if the accused is responsible for violations of the code. If responsibility for a violation is found, the hearing body will impose appropriate sanction(s) as outlined in Article VIII of the Code of Student Conduct. After a finding of responsibility and before determination of sanction(s), the hearing body may review the disciplinary history of the accused student and/or victim-impact statements. If the hearing body determines that expulsion is an appropriate sanction, that finding must be in the form of a recommendation to the Vice Chancellor for Student Affairs, who makes the final administrative decision in all expulsion cases. Final administrative decision must be reached within forty-five (45) days and transmitted in writing to the student within ten (10) days of the decision.
  9. In cases other than those which result in a recommendation of expulsion, the final administrative decision must be transmitted to the student in writing within ten (10) days of the date the decision is made, and it must contain a brief summary of the information upon which the decision is based and appeal rights must be specified by the DSCE.
  10. The Academic Integrity Board (Graduate Academic Integrity Board) will consist of two (2) students from the DSCE Student Hearing Board (Graduate Student Representatives) and three (3) faculty members (Graduate Faculty Representatives). The DSCE faculty fellow may be one of the faculty members and may serve as the chair. The other two (2) faculty members will be chosen by the DSCE from a pool of twelve (12) faculty hearing officers. Each academic year, each college dean will appoint two (2) faculty members from his/her college to comprise the pool of twelve (12) faculty hearing officers. In the event that there is no DSCE faculty fellow the third faculty member on any Academic Integrity Board (Graduate Academic Integrity Board) will be chosen from the pool. The Academic Integrity Board (Graduate Academic Integrity Board) may impose any sanction(s) as outlined in Article VIII. in the Code of Student Conduct. Students given a sanction of probation for a violation of the Academic Integrity Policy will remain on probation at WCU until graduation. In the event the Academic Integrity Board (Graduate Academic Integrity Board) assigns a sanction which requires review, the chair of the Academic Integrity Board (Graduate Academic Integrity Board) will determine if the sanction is satisfactory. These educational sanctions are independent from course work and do not have any bearing on a student's evaluative grade.

11. Following a decision from the Academic Integrity Board (Graduate Academic Integrity Board), the DSCE will inform the student of the outcome of the hearing in writing. If a student is found responsible, the DSCE will inform him/her of the sanction(s) to be imposed and of his/her right to file an appeal with the University College Academic Action Committee. If the student does not file an appeal within five (5) days of the hearing, the sanction(s) from the hearing body will be imposed. The appeal is limited to the following rules, procedures, and existing verbatim record.
12. Upon final resolution of a case involving suspension or expulsion, the DSCE will inform the appropriate dean, department head (Graduate Program Director), and the administrator in the One Stop Office who is responsible for University Withdrawals of the sanction(s).

Any violation of the Academic Integrity policy, 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 DSCE for at least eight (8) years from the date of final adjudication. These records are available to prospective employers and other educational institutions in accordance with federal regulations. Students may inspect their conduct files in accordance with University Policy #72 – Student Records.

**Grounds for Appeal:**

An appeal shall be limited to review of the verbatim record of the initial hearing and supporting documents for one or more of the following purposes to be included in the letter of appeal:

- A violation of due process
- A material deviation from Substantive and Procedural standards adopted by the Board of Governors.

**Process for Appeal:**

- Based on the grounds listed above, any decision reached or sanction(s) imposed by the Academic Integrity Board (Graduate Academic Integrity Board) shall be afforded at least one level of appeal. In cases that do not result in University suspension/expulsion the decision made by the College Academic Action Committee is final and there will be no further appeals.
- Cases that result in a sanction(s) of university suspension/expulsion can be appealed to the College Academic Action Committee, and then to the Vice Chancellor of Student Affairs, and then to the Chancellor.
- Cases can be appealed by the accused student or the complainant.
- A formal notice of appeal shall be in writing and shall be delivered to the appellate body within five (5) days of the decision.

**Timeline for Appeal:**

- A formal written appeal is due to the College Academic Action Committee\* within five (5) days of the hearing, or receipt of the hearing findings letter, whichever is first.
- Upon receipt of the appeal, the College Academic Action Committee must render a decision within five (5) days, and notice of the appellate decision must be communicated within ten (10) days of the decision.
- Should the student have the ability and wish to appeal that decision, a formal written appeal is due to the Vice Chancellor of Student Affairs within five (5) days of the receipt of the hearing findings letter.
- Should the student have the ability and wish to appeal to appeal the decision of the Vice Chancellor of Student Affairs, a formal written appeal is due to the Chancellor within five (5) days of the receipt of the hearing findings letter.
- At all times the DSCE reserves the authority to make exceptions to timelines on a case-by-case basis (e.g. university closures, holidays, ends of semester, etc.).

**Outcomes for Appeal:**

- If an appellate body upholds the findings of the hearing body, the review of the case may result in reduced or adjusted sanctions, but may not increase the sanction(s) imposed by the original hearing body.
- Procedures for appeals are determined by the appellate body and shall be communicated to the appealing student in advance of the appeal.

- If the appeal is denied, the student must comply with the original sanction(s).
- Students are not expected to complete any assigned sanctions during this process until they have exhausted their appellate process and the case is complete.

\*The College Academic Action Committee (CAAC) will consist of faculty members (who do not teach in the program from which the appeal originated) and students as designated by the academic college (graduate or undergraduate based upon appeal) appointed by the appropriate Academic Dean or Associate Dean. At least two of the faculty members shall be selected from “allied” disciplines or programs. The Associate Dean will serve as ex officio (non-voting) chair of this committee.

**Academic Dismissal Policy.** There are two levels of academic dismissal: (1) Dismissal from a graduate program; or (2) Dismissal from the Graduate School. Individual programs set criteria and make decisions related to program dismissal. The Graduate School sets criteria and makes decisions for dismissal from the Graduate School.

**Dismissal from the Graduate School:**

A graduate student who accumulates three grades of C or any grade of F will 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. Students will be informed in writing by the Graduate School at the time of dismissal.

**Request for Readmission after Dismissal from the Graduate School:**

A student may be readmitted to the Graduate School only once following academic dismissal. A student must contact the Graduate School in writing to request readmission after dismissal from the Graduate School. A request for readmission after dismissal from the Graduate School will be evaluated by program faculty and the Graduate School, taking into account the student’s performance in graduate school and the student’s potential for improved performance. Program faculty will make a readmission recommendation to the Graduate School which will be used in the Graduate School’s decision to approve or deny the student’s request for readmission. The Graduate School will notify the student of the readmission decision. Approval of 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 unless the program requires the student to meet the requirements of a previous catalog. A readmitted student who receives an additional grade of C or F will be permanently dismissed from the Graduate School.

**Dismissal from a Graduate Program:**

Individual programs may have program-specific grounds for program dismissal, including but not limited to failure to adhere to technical standards, failure to pass comprehensive examinations, professional misconduct, or failure to successfully pass other programmatic requirements. The Program Director will notify the Graduate School in writing of the decision to dismiss a student from the program. Students will be informed of the program dismissal by the Graduate School. Program dismissal does not automatically result in dismissal from the Graduate School; the student may apply to another WCU graduate program as long as he/she is in good academic standing (GPA of 3.0 or better and fewer than three Cs or one F). However, registration for future terms will be dropped and a registration hold will be applied to the student’s record until s/he applies for and is accepted into another program.

**Request for Readmission after Dismissal from a Graduate Program:**

A student may be readmitted to a program only once following dismissal from that program. A student must contact the Graduate School in writing to request readmission after dismissal from a program. A request for readmission after dismissal from the program will be evaluated by program faculty, taking into account the student’s potential for improved performance in the program. The Program Director will inform the Graduate School of the decision to approve or deny the student’s request for readmission and the Graduate School will notify the student of the readmission decision. Approval of 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 unless the program requires the student to meet the requirements of a previous catalog.

**Academic Action Appeal Policy**

A student (undergraduate or graduate) has the right to appeal a final assigned grade or dismissal from a program level. A student may only appeal a final grade or program dismissal if he/she can show the grade or program dismissal was assigned arbitrarily or impermissibly. A student who wishes to appeal a grade on a particular assignment or exam can do so if it affects their final assigned grade or dismissal from a program. A final grade or program dismissal is deemed to have been assigned arbitrarily or impermissibly if, by a preponderance of the evidence, a student establishes that:

1. The final grade or dismissal was impermissible based in whole or in part upon the student's race, color, religion, national origin, age, sex, disability, sexual orientation, or for some other arbitrary or personal reason unrelated to the instructor's reasonable exercise of his or her professional academic judgment in the evaluation of the academic performance of the student; or
2. The final grade or program dismissal was assigned in a manner not consistent with the standards and procedures for evaluation established by the instructor, the program, or the University in the Catalog, in the course syllabus, or during the class/program in written or oral communications directed to the class/program as a whole; or
3. The final grade or program dismissal was the result of a clear and material mistake in calculating or recording grades or other evaluation.
4. Individual elements (e.g., assignments, tests, activities, projects) which contribute to a final grade are generally NOT subject to appeal or subsequent review during a final grade appeals procedure. However, individual elements may be appealed under these procedures providing all of the following conditions are met:
  - a) The student presents compelling evidence that one or more individual elements were graded on arbitrary or impermissible grounds;
  - b) Grounds can be established for determining a professionally sound grade for the appealed element(s); and
  - c) The ensuing grade for each appealed element would have resulted in a different course grade than that assigned by the faculty member.

If dismissal from the Graduate School is a result of grades (3 C's or an F), the student may appeal the grade causing the dismissal. If the appeal is unsuccessful, the dismissal stands; the student cannot appeal the dismissal as well as the grade because dismissal is based upon the grades. If the appeal is successful, the dismissal will be rescinded. If a student is appealing dismissal from a program, or a final assigned grade that results in dismissal, the student shall be allowed to continue taking courses until the appeal is resolved (with the approval of the program in which the classes are taken), with the exception of clinical placements or internships, or when the students' continued participation is deemed by the program director or department head to be harmful or disruptive to other students and/or the program. If the appeal is unsuccessful and the dismissal stands, the student will be removed from any classes in which he or she is registered and will be responsible for any tuition and fees accrued as a result of registration during the appeals process.

#### **Academic Action Appeal Overview:**

Students who wish to appeal a final assigned grade or dismissal from an academic program for any reason other than academic dishonesty should follow, in order, the academic appeal procedure outlined below. (n.b. For these procedures, a "working day" = a day classes are held on campus) Appeals of a final assigned grade and appeals of dismissals from an academic program follow similar procedures:

1. Appeal to Instructor
2. Appeal to Department Head (The term "Department Head" in these procedures refers both to Department Heads and School Directors)
3. Appeal to Academic College – Associate Dean – may dismiss appeal or send to:
4. College Academic Action Committee Review
5. Academic Dean Review

An Appeal to Provost is only allowed for (1) alleged violations of procedures, (2) discrimination based on a protected class, or (3) the student's exercise of rights guaranteed by the United States Constitutional. No right of appeal is available beyond the Provost.

## **Final Grade Appeal Procedures:**

The following procedures detail the steps for appealing a final assigned grade (whether or not that grade results in dismissal from the Graduate School). The student is encouraged to meet/talk with the instructor prior to filing a formal appeal. The student must demonstrate that the grade was impermissibly or arbitrarily assigned (see Academic Action Policy). That the student simply disagrees with the assigned grade does not constitute a basis for a review.

### **(Step 1) Appeal to Instructor:**

Within 35 calendar days after the student receives notification of the academic action (grade) the student should submit a formal written appeal to the instructor. This appeal must include:

- a) a statement of the reason(s) why the student believes the grade was impermissibly or arbitrarily assigned (see policy Academic Action Appeal Policy)
- b) the resolution sought.

If the grade being appealed is leading to dismissal from the Graduate School, the Dean of the Graduate School should be copied on the student's initial appeal. All correspondence should include contact information. The instructor must respond to the student's request in writing as soon as possible (no later than ten working days after receiving the student's written appeal). This response should detail whether or not the instructor is approving or denying the appeal.

### **(Step 2) Appeal to Department Head:**

If the student is unable to resolve the grievance through the appeal to the instructor, the student should submit a written appeal to the department head within 10 working days of receiving the instructor's written response (from Step 1). If the department head is the instructor for the grade assigned, the associate dean of the department's college will serve this function. Students appealing to the department head assume the burden of proof. Therefore, the appeal must include:

- a) A statement of the reason(s) the student believes the grade was impermissibly or arbitrarily assigned;
- b) The steps taken to resolve the disagreement over the assigned course grade; and
- c) The resolution sought.

The appeal must be accompanied by evidence the student believes supports the conclusion that the grade was impermissibly or arbitrarily assigned. Evidence might include papers, tests, syllabi, or written documentation. Within ten working days of receiving this appeal, the department head will attempt to resolve the appeal. If the department head is unable to resolve the appeal within ten working days, the department head will notify the student of the decision, and the student has 10 days to appeal to the associate dean of the academic college.

### **(Step 3) Appeal to the Academic College (Associate Dean Review):**

If appealing to the academic college, the student should forward (to the associate dean of the academic college) his/her initial Appeal to the Instructor and response from the instructor (from Step 1), the subsequent Appeal to the Department Head, and the department head's written notification (from Step 2). Upon receipt of the appeal and aforementioned materials the associate dean may request further information from the student, the instructor, and/or the department head. If the associate dean concludes that the facts alleged by the student do not constitute permissible grounds for appeal as set forth in this Academic Action Appeal Policy or Procedures, the associate dean may, in consultation with the Dean and Graduate Dean if applicable, dismiss the review. The student will not be allowed any further appeal. If the associate dean determines that the facts alleged in the student's written appeals could, if true, constitute a violation of the Academic Action Appeal Policy or Procedures, the associate dean, within ten working days of receiving all information, shall refer the case to the College's Academic Action Committee.

### **(Step 4) Academic Action Committee Review:**

The College Academic Action Committee (CAAC) will consist of faculty members (who do not teach in the program from which the appeal originated) and students as designated by the academic college (graduate or undergraduate based upon appeal) appointed by the appropriate Academic Dean or Associate Dean. At least two of the faculty members shall be selected from "allied" disciplines or programs. The Associate Dean will serve as ex officio (non-voting) chair of this committee. The purpose of the CAAC is to determine whether the facts support the student's contention that the grade was impermissibly or arbitrarily assigned, or there was

material procedural deviation, as defined in the policy. It is not the function of the Committee to re-evaluate the student's work to determine whether the CAAC agrees with the professional judgment of the faculty member who assigned the grade.

The CAAC Chair shall convene the Committee not later than ten working days from the request by the associate dean to examine the student's appeals to the instructor and department head. The CAAC will also take into consideration any written statements received by the associate dean from either the student or the instructor, and any additional relevant documentation. Additionally, the CAAC may request oral presentations from both parties. Other relevant parties may be questioned.

Neither the student nor the faculty member may be accompanied or represented in the hearing by legal counsel or other advisor. The CAAC may consider only such evidence as is offered by the parties and at the hearing(s) and need consider only the evidence offered that it considers fair and reliable. The burden of proof shall be on the student to satisfy the Committee that a preponderance of the evidence supports a conclusion that the grade was awarded arbitrarily or impermissibly as defined. All recommendations of the CAAC shall be made by a simple majority vote.

Within ten working days from the conclusion of its hearing(s) on the matter, the CAAC Chair will provide a written report to the academic dean and to the graduate dean (for graduate-level grade appeals). The Committee report must include the Committee's finding as to whether or not the grade assigned was awarded arbitrarily or impermissibly as defined in the policy. If such a determination is made, the CAAC shall recommend a course of action which could include recommending assignment of a specific grade to replace the one originally assigned or implementation of some process to re-evaluate the student's work

**(Step 5) Review by the Dean:**

Within ten working days after receiving the CAAC's report, recommendations and other documentation assembled in the review, the academic Dean will, in consultation with the faculty member and department head, determine a final course of action. S/he will then communicate the final action in writing to the student, faculty member, department head, and (for graduate-level grade appeals) the dean of the Graduate School.

**Appeal to the Provost:** An appeal to the Provost is only allowed if the student can establish a reasonable basis that the appeal procedures were not followed, discrimination of a protected class has occurred, and/or a student's exercise of rights guaranteed by the First Amendment has been violated. If the student feels one of these conditions applies, s/he must file a written appeal to the Provost explaining the situation that warrants this level of appeal. The Provost shall provide his/her written decision to the student within ten calendar days of receipt of the appeal. No appeal is available beyond the Provost.

**Substitution Provisions:** In the event that the faculty member whose grade is being reviewed is also a department head/school director, the associate dean shall do those things required by the head or director. In the event that the faculty member whose grade is being reviewed is also an associate dean, the academic dean or Provost can name an appropriate substitute to perform the functions of the associate dean as required by this policy.

**Program Dismissal Appeal Procedures:**

The following procedures detail the steps for appealing a dismissal from a program for any reason other than final assigned grade(s), including failure to adhere to technical standards. Dismissal from the Graduate School (and therefore dismissal from the program) based on bad grades may not be appealed. In this case, the affected student must appeal the final grade(s) resulting in the dismissal from the Graduate School. The student is encouraged to meet/talk with the program director prior to filing a formal appeal. The student must demonstrate that dismissal was impermissibly or arbitrarily assigned (see Academic Action Policy). That the student simply disagrees with the dismissal does not constitute a basis for a review.

**(Step 1) Appeal to Program Director:**

Within 35 calendar days after the student receives notification of the academic action (cause for program dismissal) the student should submit a formal written appeal to the instructor. This appeal must include:

- a) a statement of the reason(s) why the student believes the dismissal was impermissibly or arbitrarily assigned (see policy Academic Action Appeal Policy)
- b) the resolution sought.

When appealing a dismissal from a graduate program, the student must copy the Dean of the Graduate School on this initial appeal. All correspondence should include contact information. The program director must respond to the student's request in writing as soon as possible (no later than ten working days after receiving the student's written appeal). This response should detail whether or not the program is approving or denying the appeal.

**(Step 2) Appeal to Department Head:**

If the student is unable to resolve the grievance through the appeal to the program director, the student should submit a written appeal to the department head within 10 working days of receiving the program director's written response (from Step 1). If the department head is the instructor for the grade assigned, the associate dean of the department's college will serve this function. Students appealing to the department head assume the burden of proof. Therefore, the appeal must include:

- a) A statement of the reason(s) the student believes the dismissal was impermissibly or arbitrarily assigned;
- b) The steps taken to resolve the disagreement over the dismissal; and
- c) The resolution sought.

The appeal must be accompanied by evidence the student believes supports the conclusion that the dismissal was impermissibly or arbitrarily assigned. Evidence might include papers, tests, syllabi, or written documentation. Within ten working days of receiving this appeal, the department head will attempt to resolve the appeal. If the department head is unable to resolve the appeal within ten working days, the department head will notify the student of the decision and copy the dean of the Graduate School, and the student has 10 days to appeal to the associate dean of the academic college.

**(Step 3) Appeal to the Academic College (Associate Dean Review):**

If appealing to the academic college, the student should forward (to the associate dean of the academic college) his/her initial Appeal to the Program Director and the program director's response (from Step 1), the subsequent Appeal to the Department Head, and the department head's written notification (from Step 2). Upon receipt of the appeal and these materials the associate dean may request further information from the student, the program director, and/or the department head. If the associate dean concludes that the facts alleged by the student do not constitute permissible grounds for appeal as set forth in this Academic Action Appeal Policy or Procedures, the associate dean may, in consultation with the academic Dean and Graduate Dean if applicable, dismiss the review. The student will not be allowed any further appeal. If the associate dean determines that the facts alleged in the student's written appeals could, if true, constitute a violation of the Academic Action Appeal Policy or Procedures, the associate dean, within ten working days of receiving all information, shall refer the case to the College's Academic Action Committee.

**(Step 4) Academic Action Committee Review:**

The College Academic Action Committee (CAAC) will consist of faculty members (who do not teach in the program from which the appeal originated) and students as designated by the academic college (graduate or undergraduate based upon appeal) appointed by the appropriate Academic Dean or Associate Dean. At least two of the faculty members shall be selected from "allied" disciplines or programs. The Associate Dean will serve as ex officio (non-voting) chair of this committee. The purpose of this Committee is to determine whether the facts support the student's contention that the dismissal was impermissibly or arbitrarily assigned, or there was a material procedural deviation, as defined in the policy. It is not the function of the CAAC to re-evaluate the student's work to determine whether the Committee agrees with the professional judgment of the program director or faculty member(s).

The CAAC Chair shall convene the Committee not later than ten working days from the request by the associate dean to examine the student's appeals to the program director and department head. The committee will also take into consideration any written statements received by the associate dean from either the student or the program director, and any additional relevant documentation. Additionally, the Committee may request oral presentations from both parties. Other relevant parties may be questioned.

Neither the student nor the program director may be accompanied or represented in the hearing by legal counsel or other advisor. The CAAC may consider only such evidence as is offered by the parties and at the hearing(s) and need consider only the evidence offered that it considers fair and reliable. The burden of proof shall be on the student to satisfy the Committee that a preponderance of the evidence supports a conclusion that the dismissal was awarded arbitrarily or impermissibly as defined. All recommendations of the CAAC shall be made by a simple majority vote.

Within ten working days from the conclusion of its hearing(s) on the matter, the CAAC Chair will provide a written report to the academic dean and to the graduate dean (for graduate-level grade appeals). The Committee report must include the Committee's finding as to whether or not the dismissal assigned was awarded arbitrarily or impermissibly as defined in the policy. If such a determination is made, the CAAC shall recommend a course of action which could include recommending readmission or implementation of some process to re-evaluate the student's actions/work that lead to the program dismissal.

**(Step 5) Review by the Dean:**

Within ten working days after receiving the CAAC's report, recommendations, and other documentation assembled in the review, the academic Dean will, in consultation with the program director and department head, determine a final course of action. S/he will then communicate the final action in writing to the student, faculty member, department head, and the dean of the Graduate School.

**Appeal to the Provost:** An appeal to the Provost is only allowed if the student can establish a reasonable basis that the appeal procedures were not followed, discrimination of a protected class has occurred, and/or a student's exercise of rights guaranteed by the First Amendment has been violated. If the student feels one of these conditions applies, s/he must file a written appeal to the Provost explaining the situation that warrants this level of appeal. The Provost shall provide his/her written decision to the student within ten calendar days of receipt of the appeal. No right of appeal is available beyond the Provost.

**Substitution Provisions:** In the event that the faculty member whose grade is being reviewed is also a department head/school director, the associate dean shall do those things required by the head or director. In the event that the faculty member whose grade is being reviewed is also an associate dean, the academic dean or Provost can name an appropriate substitute to perform the functions of the associate dean as required by this policy.

## **Credit Policies**

**Graduate Program Hours.** Graduate degree programs require a minimum of 30 semester hours of graduate course work. Graduate certificate programs require a minimum of 12 semester hours. Programs can require substantially more than the minimum hours.

**Residence Requirement.** At least 24 semester hours of a student's work toward a degree must be earned through instruction offered by Western Carolina University. See Transfer Credit policies for more information regarding the number of hours that may be transferred in to a degree program.

**Transfer Credit.** Transfer credit refers to any credit transferred to WCU from another institution.

Policies regarding transfer credit vary according to the graduate program. Based on the following sliding scale (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. Depending on the total hours required by the graduate program, students may transfer six to twelve semester hours of graduate credit earned with grades of B or better. 30-39 hours (up to 6 hours); 40-49 hours (up to 9 hours); 50+ hours (up to 12 hours).

Students should consult with the academic advisor to determine the specific number of transfer hours allowed in a program. Forms for the transfer of credit are available on the Graduate School Forms & Manuals web page. 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 (note: prerequisite course time limits are determined at the discretion of the Program Director), and (3) have been offered by a regionally accredited

institution for graduate credit. Transfer credit must be approved as part of a degree granting program-of-study at WCU; non-degree and certificate-only students may not request transfer of 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. Such course work cannot exceed the maximum allowable 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.

**Use of Credit in Two Programs:** Up to 9 hours (with a six year time limit) may be counted in meeting the requirements in two different graduate degree programs. Certain certificate programs allow application of certificate hours to specific degree programs.

**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 credit. 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**

**Master or Specialist degree.** Work to be applied toward any master or specialist degree must be 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.

**Doctoral degree.** Students in the Ed.D. program must complete all degree requirements within seven years of admission to the program.

Extension of time limits will only be granted based on compelling reasons or circumstances. Extensions 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. Requests must be submitted in writing detailing the reasons for and circumstances surrounding the request. The request must also detail any remaining degree requirements and a timeline for completion. The Dean of Graduate School may establish conditions for any approved extension.

## **Course Credit Policies and Abbreviations**

**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 as (3). In variable credit courses, the minimum and maximum hours are shown as (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 (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, 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.

**Course and Campus Abbreviations.** 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. A complete list of codes and abbreviations is located on the Registrar's website Registration and Course Information (see link Course and Campus Codes).

**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.** Special Topics courses are for special topics that reflect a student's or faculty member's special interest not covered by regular departmental curriculum offerings. Credit hours in these courses are 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.

## **Program Completion, Graduation, and Licensure**

**Application for Graduation.** Students must apply to graduate to have a degree conferred. The application for graduation can be found online in MyCat. Students should apply to graduate during the semester prior to the semester in which they will complete degree requirements. Students should pre-register for their final courses and review their degree audit to verify all requirements have been met before they apply to graduate. Graduate student coursework and non-course requirements must be completed by the Graduate Schol deadlines to participate in the ceremony and receive their degrees. A graduation fee (\$60) will be charged. Students who wait until their final semester to apply to graduate may be assessed a late fee.

Specific deadlines for filing degree applications are listed in the Academic Calendar.

**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 at least one hour of credit during the term in which they are scheduled to have their degrees or certificates conferred. This enrollment requirement includes the summer

term. Degree program students planning to graduate must apply for graduation. Certificate program candidates should check with their advisor or program director regarding certificates.

### **Certificates and Teacher Licensure**

**Certificates.** Certificate students must contact their academic advisor in order to submit a request for certificate conferral.

**Licensure.** It is the responsibility of the student to apply for an initial North Carolina teacher or school professional license or to upgrade an existing North Carolina license by contacting the licensure specialist in Killian Building, Room 230 (828.227.2000; bschade@wcu.edu), at the beginning of the final semester. For current fees and licensure forms, consult <http://teacherlicensure.wcu.edu> or [www.ncpublicschools.org/licensure/](http://www.ncpublicschools.org/licensure/).

### **Clinical and Field Experiences in Programs Leading to Professional Education Licensure by the North Carolina Department of Public Instruction (DPI)**

The Office of Field Experiences in the College of Education and Allied Professions is dedicated to supporting applicable departments in preparing teacher education majors to become highly qualified public school teachers. The Office of Field Experiences provides support to ease the transition from pre-service to induction by seeking clinical placements that enrich student experiences and strengthen the connection between theory and practice. The main goal of clinical and field experiences is to provide quality, diversified field experiences and clinical practice that enhance candidates' knowledge, experiences, and values for success in a diverse, global society, so that students have the opportunity to work with qualified educators in successful programs. For information contact the Office of Field Experiences, (828) 227-7314.

### **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. Graduate students must complete the foreign language requirement by Graduate School deadlines to participate in the ceremony and receive their degrees.

### **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 business days prior to commencement. Graduate students must complete the comprehensive examination requirement by Graduate School deadlines to participate in the ceremony and receive their degrees.

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 re-examination will be permitted. All committee actions may be appealed by written application to the Dean of Graduate School and Research.

### **Thesis**

A thesis is required in many master of arts, master of science and Specialist degree programs. A thesis is optional for the master of arts in music; however, a lecture/recital is required. Some degree programs have a thesis option. Check with your degree program to confirm if a thesis or thesis option exists.

A one-five page abstract of the thesis proposal and list of references approved by the student's thesis committee, program director, department head, and the Dean of Graduate School and Research must be on file in the Graduate School. The abstract cover sheet can be downloaded from the Graduate School website at [www.wcu.edu/1169.asp](http://www.wcu.edu/1169.asp).

Students should submit a copy to their director and the Graduate School no later than four weeks prior to the end of the semester. Students may only register for thesis credit for the following semester after the abstract has been approved by the Graduate School. 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 abstract can be approved. IRB instructions and forms can be found at <http://www.wcu.edu/6801.asp>.

The completed, defended thesis should be submitted to the Graduate School (via ProQuest/UMI Dissertation Publishing [www.etdadmin.com/wcu](http://www.etdadmin.com/wcu)) at least four weeks before the end of the semester at which the degree is to be conferred (see Academic Calendar for deadline). An online thesis guide to help students prepare their thesis is available on the Graduate School Forms & Manuals website. After the thesis has been reviewed, the student will receive an email regarding the Graduate School's approval or denial of the submission. One bound copy must be sent to Hunter Library and will automatically be listed on the order form. Students should check with their director about any additional copies that may be required.

The thesis, in its final form, must be approved by the student's thesis committee 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 one-five page abstract of the dissertation proposal and list of references approved by the student's doctoral committee and the Dean of Graduate School and Research must be on file in the Graduate School. The abstract cover sheet can be downloaded from the Graduate School website at [www.wcu.edu/6158.asp](http://www.wcu.edu/6158.asp). Students should submit a dissertation abstract at least one semester prior to the semester in which they plan to graduate. Students may only register for EDL 899 for the semester following successful completion of comprehensive exams. A student cannot defend the proposal and the dissertation in the same semester. 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. IRB instructions and forms can be found at [www.wcu.edu/6801.asp](http://www.wcu.edu/6801.asp).

The completed, defended dissertation should be submitted to the Graduate School (via ProQuest/UMI Dissertation Publishing [www.etdadmin.com/wcu](http://www.etdadmin.com/wcu)) before the end of the semester at which the degree is to be conferred following the deadlines given in the Ed.D. Dissertation Manual (also see the Academic Calendar for deadline). After the dissertation has been reviewed, the student will receive an email regarding the Graduate School's approval or denial of the submission. One bound copy must be sent to Hunter Library and will automatically be listed on the order form. Students should check with their director about any additional copies that may be required.

The dissertation, in its final form, must be approved by the student's dissertation committee and the Dean of Graduate School and Research *before* a candidate can receive the doctoral degree.

## **Program Completion**

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.

### **Thesis/Dissertation Programs:**

- Students who write theses/dissertations are expected to defend their work during oral examinations.
- Students in thesis/dissertation programs must enroll in the Thesis/Dissertation Research course (usually numbered 699 or 899 respectively) during the semester they begin their thesis/dissertation.
- If the thesis/dissertation is not completed during the required Research hours for the program, students must enroll in Continuing Research (usually numbered 799 or 999 respectively) in their discipline. These hours (1-9, depending upon program) will not count toward the degree.

### **Non-Thesis Option Programs**

- Students who are in a non-thesis program/option who have completed all degree requirements with the exception of degree requirements such as a comprehensive examination, the removal of an incomplete grade, or portfolio, must enroll in Continuing Research - Non-Thesis Option (usually numbered 779) in their discipline.

**Enrollment in Semester of Conferral.** All students must be enrolled for at least one hour of credit during the term in which they complete their graduate work and are scheduled to have their degrees or certificates conferred. This enrollment requirement includes the summer term. Degree-program students planning to graduate must apply for graduation. Certificate program candidates must apply for certificate conferral. Contact your program director to apply for certificate conferral.

## Student Rights and Regulations

### 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           | • Dates of attendance  |
| • Local and home address | • Degrees  |
| • Telephone numbers      | • Honors and awards received   |
| • Classification         | • The most recent previous educational agency or institution attended by the student |
| • Parent/guardian        | • Participation in officially recognized activities and sports                       |
| • County                 | • Weight and height of members of athletic teams                                     |

- Major field of study
- Electronic mail (E-mail) address.
- Photograph

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.

**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 Ethics and the Academic Integrity Policy.

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 co-chaired 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.

## **Computer and Email Use Policies**

### **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 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/25319.asp>.

### **Electronic Mail Policy**

University electronic mail accounts are provided and supported by the State of North Carolina to support the mission of the university. The electronic mail system is provided by the university as one of its primary means of official communication. An electronic mail message regarding university matters sent from an administrative office, faculty, or staff member is considered to be an official notice. Students, faculty, and staff are required to read their university electronic mail system messages on a regular basis to receive these official notices.

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 the university's Electronic Mail Policy. Violations of this policy may result in restriction of access to the university email system and/or other appropriate disciplinary action. University Policy #93, *Electronic Mail Policy* online at <http://www.wcu.edu/25376.asp>, ensures the appropriate use of the university's electronic mail system by its students, faculty and staff.

## **Graduate Degree Requirements and 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.

This catalog details the absolute minimum requirements 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.

### **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.

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 School Admission Requirements

All Graduate students must apply to the Graduate School and meet Graduate School admission requirements as well as any program-specific admission requirements.

- Application Procedures
  - Graduate School Admission Requirements
    - Stop Out/Leave of Absence
    - Readmission
  - Program Specific Admission Requirements
  - International Applicants
- Categories of Admission
    - regular
    - provisional
    - conditional
    - non-degree
    - transient
    - international

## Admissions and Application Procedures

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 should be submitted online ([grad.wcu.edu](http://grad.wcu.edu)) and inquiries should be addressed to [grad@wcu.edu](mailto:grad@wcu.edu) or:

Graduate School and Research  
110 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 Procedures.** All applicants to the Graduate School are required to submit the following:

Graduate School Requirements:

The completed online application for admission ([grad.wcu.edu](http://grad.wcu.edu)), the nonrefundable application fee, official copies of transcripts from all colleges/universities attended, names and contact information of three recommenders, and International Applicants must also submit a third-party transcript evaluation verifying degree conferral and an acceptable TOEFL or IELTS score (see information in this catalog for more specific requirements for international applicants)

Program-Specific Requirements:

The Graduate School verifies receipt of required materials for all programs. Programs will not review applications until all materials are received and the application is complete. Please familiarize yourself with your program's specific requirements, detailed in this section of the catalog and online on the Graduate Degree Programs website. These materials often include required standardized test scores (GRE, GMAT, etc.), letters of recommendation (most programs require between one and three letters), and supplementary materials (writing sample, resume, goal statement, etc.)

**Application and Admission Deadline.** In order to be considered for admission, the Graduate School must be in receipt of all required application materials before the Monday one week prior to the first week of the application term. Some

programs have an earlier application deadline than the Graduate School (see the Dates & Deadlines for Graduate School Admission and Graduate Degree Programs web pages for current information). The admission process must be completed by the end of the last business day before the start of the term in order to register for that term.

An application is not considered complete for review until all required materials are received by the Graduate School. Graduate programs review applications for their program and make an admission recommendation to the Graduate School. Applications for non-degree admission are reviewed by the Graduate School. All submitted application materials become the property of the university and cannot be forwarded or returned.

International applicants to programs without specific deadlines, complete applications must be received by April 1 for the fall term and September 1 for the spring term.

**Stop Out or Leave of Absence.** Any student who has not yet registered for a given term, and who needs to take time off from school without losing catalog rights or registration eligibility, can either take a “**Stop-Out**” (for one to two terms of leave) or a “**Leave of Absence**” (for three terms of leave).

Students may take one or two terms of leave called a “**Stop-Out**” without declaring a leave of absence with the Office of the Registrar. Students are eligible to register the following semester. A **Leave of Absence** may be granted upon request to those who are eligible to register for a term, but have not yet done so. They can be taken for up to one full year (three terms). Note that students requesting a Leave of Absence will be required to reapply online and pay the fees to be reinstated (see table below). Students who are pursuing a Graduate degree or a postgraduate credential program need to complete the **Stop Out or Leave of Absence Form** and obtain program approval signified by signatures of the Program Director or Department Head, in order to take the educational leave.

**Readmission.** Before interrupting enrollment, students should become familiar with potential ramifications that an absence in enrollment may have in terms of their ability to return or to complete a specific program of study. Any graduate student, who takes a Leave of Absence and is inactive for three or more consecutive terms, including summer, must reapply online at grad.wcu.edu and pay the reapplication fee to be considered for reinstatement as an active student. **This policy impacts all programs, even those that do not require continuous summer enrollment.** All time limits apply for course work taken, and the student is subject to the catalog term in effect at the time of readmission unless a catalog change is approved by the Program Director and the Dean of the Graduate School. Any graduate student who is inactive for three or more consecutive semesters, including summer, must reapply online at grad.wcu.edu and pay the reapplication fee to be considered for reinstatement as an active student. All time limits apply for course work taken, and the student is subject to the catalog term in effect at the time of readmission unless a catalog change is approved by the Program Director and the Dean of the Graduate School.

Fall	Spring	Summer	Fall	Spring	Summer	Fall
<b>Enrolled</b>	Not Enrolled	Not Enrolled	Not Enrolled	<b>Reapply</b>		
	<b>Enrolled</b>	Not Enrolled	Not Enrolled	Not Enrolled	<b>Reapply</b>	
		<b>Enrolled</b>	Not Enrolled	Not Enrolled	Not Enrolled	<b>Reapply</b>

Students whose enrollment is terminated for academic reasons should consult the description of the procedures outlined in the “Academic Dismissal Policy” section of this catalog.

Any graduate of a WCU graduate degree program (Master’s, Education Specialist, Specialist in School Psychology, Doctor of Education or Doctor of Physical Therapy) who wishes to pursue additional graduate course work or another graduate degree at WCU must apply to the Graduate School for that program or course work. After submission of the application, the applicant may request a refund of the application fee.

**Program Changes.** Students who are currently enrolled in a graduate program of study or are enrolled as a non-degree seeking student may wish to request a change in program. In such cases, the student must complete a new application through the Apply Yourself online system and supply any additional materials as required by the prospective program.

Any required application materials (transcripts, GRE scores, etc) that the Graduate School already has on file can be used. The student will be refunded their fee for this application.

Once the new application has been submitted, it will be reviewed under standard admissions processes. The student will be notified via email when a decision is made and asked to accept the admission offer if one is made. When the student accepts the offer of admission, the student's record will be changed accordingly.

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.

### **Graduate School Admission Requirements**

Admission to any graduate program at WCU requires admission to the Graduate School. Graduate students are required to have access to technology that meets the University computer requirements.

**Degree Requirements.** Applicants for admission to the Graduate School are expected to hold a bachelor's-level degree from a regionally accredited college or university by the time they begin their program of study. Certain programs may require specific degrees or coursework as a requirement for admission (see Program Admission Requirements for individual programs). An applicant may be required to take additional coursework as either co-requisites or pre-requisites to strengthen or supplement the undergraduate background.

**Transcripts.** At the time of application, all degree-seeking applicants must submit official transcripts from all colleges/universities attended. Applicants who have not yet completed their undergraduate degree may be offered regular, provisional, or conditional admission. Failure to produce the proper credentials (final official transcript verifying conferral of a baccalaureate-level degree) during the first semester of admission will result in a withdrawal of the offer of admission, withdrawal from all current classes, a registration hold being placed upon the student's record, and forfeiture of tuition and fees (see Fees, Expenses, Financial Aid – Refund Policies) .

**Recommendations.** As part of the online application, the Graduate School requires submission of the names and contact information of three references. Most programs require letters from all three recommenders. However, even if a program does not require any recommendation letters, the Graduate School requires the name and contact information of three recommenders. This requirement applies to all Graduate School applicants (including non-degree applicants).

### **Program-Specific Admission Requirements**

Individual programs establish requirements specific to the program of study and may include letters of recommendation, admissions test scores (GRE, GMAT, MAT, etc.), writing samples, proof of licensure, and/or specific prior course work or degrees (see Degree Program Admission Requirements).

Program-specific admission requirements are detailed within each program elsewhere in this catalog in Graduate Programs.

### **International Applicants**

It is expected that international applicants will not begin graduate study until the admission process is completed and the applicant has met all admission conditions except prerequisite coursework requirements, if any. 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. Additional details regarding international applications may be found in Categories of Admissions – International Students.

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 001-828-227-7494 or email [copedo@email.wcu.edu](mailto:copedo@email.wcu.edu). Exchange students need to contact the international office at their university for more details concerning exchange student application requirements, which are not the same as those below.

**International Applicant Transcript Requirement.** In addition to the electronic application form, application processing fee, test scores (GRE, GMAT or other tests required of the program), letters of recommendation, and official transcripts as specified for each program, International applicants must have their transcripts and full course descriptions translated into English and evaluated by an accepted credential evaluation service. A document-level transcript evaluation verifying baccalaureate-level degree must be submitted to the Graduate School directly from an approved third-party transcript evaluator. Programs may require course-level transcript evaluation for admission and/or transfer credit requests.

A foreign transcript evaluation may be waived under the following circumstances:

1. The international applicant is able to provide evidence that their foreign degree program and/or university meets accreditation standards for the equivalent of a four year U.S. baccalaureate degree from an accrediting organization recognized by the U.S. Department of Education and/or Council for Higher Education Accreditation.
2. A transcript evaluation by an independent expert may be acceptable in some circumstances, although prior determination of acceptability must be determined by the Dean of the Graduate School.
3. An articulation agreement has been negotiated between Western Carolina University and the foreign degree program and/or degree-granting institution, indicating the program or institution meets U.S. accreditation standards for the equivalent of a four year U.S. baccalaureate degree.
4. Within a year previous to the submission of the application, another foreign applicant from the same degree program at the same degree-granting institution has provided an official transcript evaluation indicating the degree is equivalent to a four year U.S. baccalaureate degree.

**Tests of Language Proficiency.** Official scores on the Test of English as a Foreign Language (TOEFL) or the academic version of the International English Language Testing System (IELTS) are required for applicants from countries where English is not the primary language (scores cannot be more than 2 years old). A minimum score of 550 (paper-based), 213 (computer-based), or 79 (Internet-based) is required on the TOEFL. A minimum overall band score of 6.5 is required on the IELTS, with a minimum band score of 6 on each of the four modules.

Exceptions to the English Standardized exams are available for the four categories listed below. For verification purposes applicants who qualify must request this exception for processing:

1. Applicants from countries where English is the SOLE OFFICIAL language of instruction (Australia, Bahamas, Barbados, Canada-except Québec, England, Ghana, Ireland, India, Jamaica, Kenya, New Zealand, Nigeria, Scotland, St. Vincent and the Grenadines, Trinidad, Tobago, Uganda, and Wales)
2. Applicants who have received or will receive a degree from an accredited university in the United States (If you are currently enrolled at a U.S. institution, you must submit an official transcript or verification of degree candidate status from that institution to qualify for a TOEFL or IELTS waiver. If the degree or an official verification is not received by the stated deadlines, the score will again be required.)
3. Applicants who have received or will receive a degree from an accredited university where English is the SOLE language of instruction. (If you are a degree candidate in a university where English is the SOLE language of instruction, you must submit an official verification from that university that English is the SOLE language of instruction along with your anticipated date of graduation to qualify for a TOEFL or IELTS waiver. If the degree or an official verification is not received, the score will again be required.)
4. Applicants who have successfully completed WCU's Intensive English Program (IEP).

#### Financial Responsibility

International applicants must provide a statement of financial responsibility.

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.

#### 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.** Applicants may apply to the Graduate School for admission as a non-degree graduate student. Applications for non-degree admission must include a transcript (official or unofficial) from a regionally accredited institution showing conferral of a baccalaureate-level degree. Please note that non-degree seeking students are not admitted to any degree program, are not eligible for financial assistance, and are not assigned to advisors.

Some programs allow non-degree students to take one or more graduate courses for self-improvement or exploration of graduate degree program offerings. However, a program may restrict enrollment into classes to degree-seeking students within its program. Check with the program director or academic department head to determine if the program allows non-degree students to be enrolled in a specific class.

Non-degree graduate students who wish to be considered for admission into a graduate degree program may do so by following the instructions noted above in the Program Change section. Students should be aware that work completed in a 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 non-degree status and later is formally admitted as a degree candidate, the program may accept up to 9 non-degree credit hours. Admission as a non-degree graduate student does not guarantee admission into a graduate degree program. Non-degree students may not request transfer of credit.

Non-degree Certificate Programs are exempt from this policy.

- **Transient Admission.** Transient students are graduate students pursuing a degree at another institution who wish to enroll in courses at WCU as part of their program requirements from the other institution. A transient admission application requires submission of a transcript (official or unofficial) from a regionally accredited institution showing conferral of a baccalaureate-level degree. All other non-degree status regulations apply.
- **International Students.** International students are granted regular, provisional, special, non-degree, or exchange student admission to the Graduate School as appropriate in each case. Western Carolina University is authorized under Federal law to enroll non-immigrant students.

## Graduate Programs by Degree

### Degree-Granting Programs and Certificate Programs:

#### Educational Leadership (Ed.D.)

##### Program Admission Requirements

In addition to the Graduate School Admission Requirements admission to the EdD program is based upon program selected. Students in the Doctor of Education Program select one of three concentrations with the following admission criteria:

1. **Community College/Higher Education:** Master's degree in administration from an accredited institution of higher education.
2. **Curriculum and Instruction:** Master's degree and leadership experience. Minimum 3 years teaching experience.
3. **Educational Administration:** Master's degree; Principal licensure; preferred administrative experience.

The Ed.D. requires a minimum of sixty hours beyond the masters and a minimum of 30 semester hours in the degree must be earned from WCU. For students in the Educational Administration concentration, admissions without principal licensure will be conditional, with the individual expected to complete principal licensure requirements 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. 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. Applicants will complete a writing exercise at the time of the interview. Additional information and materials may be requested.

##### Program Description

The Doctor of Education Degree Program in Educational Leadership prepares senior-level administrators for service in Pre-K through 12 school systems, community colleges, and four-year 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. Doctoral students in the Curriculum and Instruction and Educational Administration concentrations may be recommended for advanced licensure if they fulfill program requirements. The program requires 60 semester hours beyond the master's degree; a core of coursework 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: 24 semester hours selected from:

- EDCI 800 - Research 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 - Advance Seminar in Instructional Leadership Credits: 3

- EDL 896 - Seminar in School Law Credits: 3
- EDRS 820 - Program Evaluation for Educational Leaders Credits: 3

### **Research Core**

- EDL 805 - Academic Writing for Research Credits: (1-3 R6)
- EDRS 800 - Advanced Research Methods Credits: 3
- EDRS 806 - Statistical Analysis in Research Credits: 3
- EDRS 811 - Qualitative Research Credits: 3
- EDRS 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 minimum)**

- 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 - Advance Seminar in Instructional Leadership Credits: 3

## **Research Core**

- EDL 805 - Academic Writing for Research Credits: (1-3 R6)
- EDRS 709 - Educational Testing and Assessment Credits: 3
- EDRS 800 - Advanced Research Methods Credits: 3
- EDRS 806 - Statistical Analysis in Research Credits: 3
- EDRS 811 - Qualitative Research Credits: 3
- EDRS 895 - Doctoral Research Seminar Credits: 3

## **Concentration Requirements**

- EDCI 807 - Cognitive Issues in Curriculum and Instruction Credits: 3
- EDCI 811 - Curriculum Theory Credits: 3
- EDRS 820 - Program Evaluation for Educational Leaders Credits: 3

## **One of the Following:**

- EDCI 800 - Research 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 E-teaching and E-learning 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 minimum)**

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

## **Educational Administration**

### **Leadership Core**

- EDCI 800 - Research 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 - Advance Seminar in Instructional Leadership Credits: 3
- EDL 896 - Seminar in School Law Credits: 3

### **Research Core**

- EDL 805 - Academic Writing for Research Credits: (1-3 R6)
- EDRS 800 - Advanced Research Methods Credits: 3
- EDRS 806 - Statistical Analysis in Research Credits: 3
- EDRS 811 - Qualitative Research Credits: 3
- EDRS 895 - Doctoral Research Seminar Credits: 3

### **Concentration Electives (12 semester hours)**

12 semester hours selected from:

- EDL 715 - Leadership of Professional Learning Credits: 3
- EDL 730 - School Finance and Business Management Credits: 3
- EDL 732 - Leadership in E-teaching and E-learning Credits: 3
- EDL 740 - School Plant Planning and Management Credits: 2
- EDL 750 - Educational Human Resource Management Credits: 3
- EDL 760 - School Community Relations Credits: 3
- EDL 777 - The Superintendency Credits: 3
- or*
- EDL 878 - District Level Leadership Credits: 3
- EDRS 709 - Educational Testing and Assessment Credits: 3
- EDRS 820 - Program Evaluation for Educational Leaders 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 minimum)**

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

## **Doctoral Program Requirements**

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.

## **Education Specialist Degree Program (Ed.S.)**

### **Program Admission Requirements**

In addition to the Graduate School Admission Requirements, applicants for the EdS 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 EdS 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.

Students without principal licensure must either complete the School Administration (M.S.A.) or, if they have an education related master's degree, have their transcripts reviewed to determine pre-requisite courses needed before entering the EdS program.

### **Program Description**

The Education Specialist Degree in Educational Leadership (EdS) 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 EdS. Upon completion of the EdS, students who are admitted into the EdD in Educational Leadership may transfer up to 36 hours into the EdD.

### **Phase One Core (30 semester hours)**

- EDCI 800 - Research 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 - Advance Seminar in Instructional Leadership Credits: 3
- EDL 896 - Seminar in School Law 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
- EDRS 709 - Educational Testing and Assessment Credits: 3
- EDRS 806 - Statistical Analysis in Research Credits: 3  
*or*
- EDRS 811 - Qualitative Research Credits: 3

## Requirements

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 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.

### Electives (6 hours)

- EDL 732 - Leadership in E-teaching and E-learning 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
- EDRS 820 - Program Evaluation for Educational Leaders Credits: 3

## Fine Arts (M.F.A.)

### Program Admission Requirements

In addition to the Graduate School Admission Requirements all applicants must have a minimum of 3.00 GPA in their undergraduate major. They are expected to have the equivalent of 18 credit hours of undergraduate art history/philosophy of art and to 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. No more than 12 semester hours of credit may be granted for work previously completed at the master's level (transfer credit).

Applicants are admitted for the Fall with an application deadline of February 1st. Applicants must submit the following via the online application process: 1) three letters of recommendation from former instructors and/ or professionals in the field and 2) a 500 word artist's statement/letter of intent, addressing the individual's influences, interests, current direction and vision for growth, including the applicant's reasons for wanting to study at WCU. In addition a portfolio of 15 recent works, organized chronologically from the earliest to the most recent, must be sent directly to the School of Art and Design, attn. the M.F.A. Coordinator. The portfolio must be submitted on a standard CD-R/DVD as JPEG images to be viewed on a Mac OSX operating system at 1024x768 pixels and at 72 dpi. An accompanying portfolio inventory list in hard copy must identify each piece by title, dimensions, medium and date. Time-based media files must be submitted as Quicktime MOV files, not to exceed 5 minutes in length. Applicants must include a SASE if they wish a disk to be returned. In addition to the above requirements, a campus interview with the MFA Coordinator is strongly recommended.

### Program Description

The terminal degree in studio art, the M.F.A. requires a minimum of 60 semester hours of graduate study. Studio faculty in each area will advise and manage student coursework towards completion of the degree. The program includes 36 hours in the studio core, 9 hours of art history/theory/criticism, 3 hours of teaching methods, 6 hours of thesis and 6 hours of electives. Candidates must provide a written defense of a solo thesis exhibition and pass an oral examination.

### Studio Core (36 hours):

18 hours of ART 674 - Studio Critiques with group critiques and 18 hours from:

- ART 531 - Problems in Drawing Credits: 1-9, R12
- ART 532 - Problems in Design Credits: 3, R12
- ART 533 - Problems in Painting Credits: 1-9, R12

- ART 535 - Book Art Problems Credits: 1-9, R12
- ART 544 - Problems in Sculpture Credits: 3, R12
- ART 551 - Ceramics Problems Credits: 1-9, R12
- ART 554 - Problems in Photography Credits: 3, R9
- ART 561 - Imaging and Digital Problems Credits: 1-9, R12
- ART 571 - Integrated Media Problems Credits: 1-9, R12
- ART 586 - Exhibition Practicum Credits: 3
- ART 593 - Topics in Studio Art Credits: 1-9, R12
- ART 631 - Drawing Studio Credits: 1-9, R15
- ART 632 - Design Studio Credits: 1-9, R15
- ART 633 - Painting Studio Credits: 1-9, R15
- ART 634 - Printmaking Studio Credits: 1-9, R15
- ART 635 - Book Arts Studio Credits: 1-9, R15
- ART 644 - Sculpture Studio Credits: 1-9, R15
- ART 651 - Ceramics Studio Credits: 1-9, R15
- ART 661 - Imaging and Digital Studio Credits: 1-9, R15
- ART 667 - Photography Studio Credits: 1-9, R15
- ART 671 - Integrated Media Studio Credits: 1-9, R15
- ART 681 - Graduate Problems in Studio Art Credits: 1-9, R15
- ART 779 - Continuing Research—Non-Thesis Option Credits: 1, R10

**Art History/Theory/Criticism (9 hours):**

- ART 500 - Research Methods Credits: 3
- ART 676 - Art Theory and Criticism Credits: 3

**and 3 hours from:**

- ART 501 - Art of World Cultures Credits: 3
- ART 504 - Greco Roman Art Credits: 3
- ART 505 - History of Photography Credits: 3
- ART 506 - Renaissance Art Credits: 3
- ART 509 - Seventeenth and Eighteenth Century Art Credits: 3
- ART 512 - Nineteenth Century Painting Credits: 3
- ART 514 - American Art Credits: 3
- ART 516 - Contemporary Art Credits: 3
- ART 517 - Modern Sculpture Credits: 3
- ART 518 - Development of Modern Art: Painting, Sculpture, and Architecture Credits: 3
- ART 519 - History of Design Credits: 3
- ART 596 - Art History Seminar Credits: 3
- ART 682 - Independent Study in Art Issues Credits: 1-6

**Teaching Methods (3 hours):**

- ART 630 - Teaching Methods Visual Arts Credits: 3

**Thesis (6 hours):**

- ART 699 - Thesis Exhibition Credits: 6

**Electives (6 hours):**

6 hours of elective graduate courses approved by the adviser.

**Accountancy (M.Ac.)****Program Admission Requirements**

In addition to the Graduate School Admission Requirements, M.Ac. 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. At the discretion of the program director, the entrance examination requirement may be waived, if the applicant has previously passed the Uniform CPA examination. In addition, applicants must present an undergraduate GPA sufficient to demonstrate an acceptable probability of success in graduate level studies. Performance in prerequisite coursework will be considered in the decision process. Three letters of recommendation are required and personal interviews may be requested. Meeting these criteria does not guarantee acceptance. The program encourages applications from students with undergraduate degrees in accounting and also from those who have completed degrees in other fields.

**Prerequisites:** In addition to the preceding requirements, the following course prerequisites must be satisfactorily completed. Prerequisites are normally met by coursework, but satisfactory examination results may be considered.

- three semester hours of intermediate accounting
- three semester hours of cost accounting
- three semester hours of income tax accounting
- three semester hours of statistics
- three semester hours of management principles
- three semester hours of microeconomics
- three semester hours of financial management.

**Program Description**

In order to be awarded a Master of Accountancy (M.Ac.) degree, the student applicant must achieve a 3.0 grade point average in all required courses. The program leading to the Master of Accountancy requires the completion of 30 semester hours at the 600 level, including:

**Core courses 21 semester credit hours:**

- 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

**Other Elective Courses (9 hours)**

9 hours of other elective courses. Students may select courses from graduate business offerings as approved by the program director to satisfy the remaining number of elective hours.

## **Certificate in Project Management (12 hours)**

The program leading to the M.Ac. degree with a certificate in Project Management requires completion of the required courses (21 hours) and completion of the Project Management (Post Baccalaureate Certificate).

## **English (M.A.)**

### **Program Admission Requirements**

In addition to the Graduate School Admission Requirements, applicants must have achieved an average grade of B or higher as defined by the major department in upper-level undergraduate courses in the major. A personal interview may be requested. The General Test of the Graduate Record Examinations (GRE) is required, as is a writing sample and three recommendations from former instructors who are in a position to judge the applicant's aptitude for graduate study.

### **Program Description**

The M.A. degree in English offers a choice of three concentrations: Literature, Professional Writing, or Rhetoric and Composition. A total of 33 graduate English credit hours is required: 12 hour core, 9 hour concentration, and 12 hours in one of the following options

- Thesis Option: 6 hours of thesis and 6 hours of ENGL electives
- Portfolio or Writing Option: 3 hours of portfolio (ENGL 688) and 9 hours of ENGL electives
- Non-Thesis Option: 12 hours of ENGL electives

In addition to the coursework, all M.A. in English students must successfully pass written comprehensive examinations based on reading lists and/or content knowledge, which are specific to each concentration. They must also pass a reading examination in a foreign language - normally French, German or Spanish - or demonstrate proficiency in a foreign language by taking an approved MFL course and completing it with a "B" or better. For those writing a thesis or completing a portfolio or other writing option, a final oral defense is required. For reading lists, sample exams, and other information on the M.A. in English, see the current Guide to Graduate Studies in English, available in print and online.

### **Core requirements (12 hours)**

ENGL 618 - Methods of Literary Research and Bibliography (3 credit hours) and one course from each concentration (9 total credit hours).

### **Concentrations (9 hours)**

#### **Professional Writing Concentration (9 hours)**

- ENGL 501 - Writing for Careers Credits: 3
- ENGL 589 - Co-op: Writing and Editing Credits: 3, R6
- ENGL 603 - Writing for the Marketplace Credits: 3
- ENGL 604 - Writing for Electronic Environments Credits: 3
- ENGL 605 - Technical Writing for Business and Industry Credits: 3
- ENGL 606 - Nonfiction Writing Credits: 3
- ENGL 607 - Breaking into Publishing Credits: 3
- ENGL 608 - Fiction Writing Credits: 3
- ENGL 609 - Poetry Writing Credits: 3

### **Literature Concentration (9 hours)**

- ENGL 550 - Major British Writers Credits: 3, R9
- ENGL 564 - Native American Literature Credits: 3
- ENGL 571 - Studies in Poetry Credits: 3
- ENGL 572 - Studies in Fiction Credits: 3
- ENGL 573 - Studies in Drama Credits: 3
- ENGL 580 - Studies in English Credits: 3, R6
- ENGL 600 - Selected Ethnic Literature Credits: 3
- ENGL 601 - Gender Studies Credits: 3
- ENGL 602 - African American Literature Credits: 3
- ENGL 620 - Chaucer Credits: 3
- ENGL 621 - Medieval Language and Literature Credits: 3
- ENGL 622 - Anglo-Saxon Language and Literature Credits: 3
- ENGL 630 - The Bible as Literature Credits: 3
- ENGL 631 - Shakespeare Credits: 3
- ENGL 632 - Renaissance Literature Credits: 3
- ENGL 641 - Milton Credits: 3
- ENGL 642 - Seventeenth-Century Poetry and Prose Credits: 3
- ENGL 643 - Literature of the Enlightenment Credits: 3
- ENGL 651 - Romantic Literature Credits: 3
- ENGL 652 - Victorian Literature Credits: 3
- ENGL 653 - Nineteenth-Century British Fiction Credits: 3
- ENGL 659 - Southern Literature Credits: (3)
- ENGL 660 - Early American Literature through Romanticism Credits: 3
- ENGL 661 - American Realism through Modernism Credits: 3
- ENGL 662 - American Post-Modern Literature Credits: 3
- ENGL 663 - Environmental Literature Credits: (3)
- ENGL 670 - Early Twentieth-Century British Literature Credits: 3
- ENGL 671 - Late Twentieth Century British Literature Credits: 3
- ENGL 672 - Twentieth-Century Genre Credits: 3
- ENGL 673 - Global and Postcolonial Literature Credits: 3
- ENGL 674 - Transnational Literature Credits: 3
- ENGL 675 - Modernism Credits: (3)
- ENGL 676 - Pre-Twentieth Century Criticism and Theory Credits: 3
- ENGL 677 - Twentieth-Century Literary Criticism and Theory Credits: 3
- ENGL 693 - Special Topics in English Credits: 3, R6
- ENGL 695 - Contemporary Composition Theory Credits: 3, R6

### **Rhetoric and Composition Concentration (9 hours)**

- ENGL 514 - Fundamentals of Teaching Composition Credits: 3
- ENGL 610 - History of Rhetoric Credits: 3
- ENGL 611 - Mountain Area Writing Project Credits: 6
- ENGL 612 - The Mountain Area Writing Project (Level 2) Credits: 3
- ENGL 613 - Stylistics Credits: 3
- ENGL 614 - Contemporary Rhetoric Credits: 3
- ENGL 693 - Special Topics in English Credits: 3, R6
- ENGL 694 - Special Topics in Rhetorical Theory Credits: 3, R6

- ENGL 695 - Contemporary Composition Theory Credits: 3, R6

### **Electives (12 hours, of which 6 may be Thesis or 3 may be Portfolio)**

12 hours of courses selected from the three Concentrations above or from the following

- Thesis students must take 6 hours of ENGL 699- Thesis Research and 6 hours of courses selected from the three concentrations above or from the following courses;
- Portfolio students must take 3 hours of ENGL 688- Portfolio Research and 9 hours of courses selected from the three concentrations above or from the following courses;
- Non-thesis Options students must take at least 12 hours of electives selected from the three concentrations above or from the following courses:
  - ENGL 515 - Linguistics Credits: 3
  - ENGL 516 - Teaching English as a Second Language Credits: 3
  - ENGL 517 - Methods of Teaching Literature Credits: 3
  - ENGL 615 - Linguistic Perspectives Credits: 3
  - ENGL 617 - Historical Linguistics Credits: 3
  - ENGL 619 - English Grammars Credits: 3
  - ENGL 625 - Applied Phonetics and Pronunciation Teaching Credits: 3
  - ENGL 635 - Teaching Grammar, Reading and Writing to ESL Students. Credits: 3
  - ENGL 645 - Second Language Acquisition and TESOL Methodology Credits: 3
  - ENGL 655 - Professional Development of the ESL Teacher Credits: 3
  - ENGL 699 - Thesis Research Credits: 3, R12

### **TESOL Course Approval**

English as a Second Language (ESL) and Teaching English to Speakers of Other Languages (TESOL) courses in this listing (ENGL 615, 617, 619, 625, 635,645, or 655) will need the approval of a TESOL faculty member.

### **Certificate Programs**

The English Department offers the following post-baccalaureate certificates:

- Professional Writing (Post Baccalaureate Certificate)
- TESOL (Post Baccalaureate Certificate)

## **History (M.A.)**

### **Program Admission Requirements**

In addition to the Graduate School Admission Requirements, applicants for degrees in history must have achieved an average grade of B or higher as defined by the major department in upper-level undergraduate courses in the major. A personal interview may be requested. Applicants to the M.A. program in history are encouraged to submit a writing sample. General Test of the Graduate Record Examinations is required as are three recommendations from former instructors who are in a position to judge the applicant's aptitude for graduate study.

### **Program Description**

The program for the M.A. degree in history (American or European concentration) requires a minimum of 30 semester hours (at least 18 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 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 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 ( 3 additional hours for non-thesis option - 21 hours) in American history courses (including HIST 545 and 631); 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 and 688; 9 hours selected from HIST 571, 572, 573, 574; and 15 hours of guided electives exclusive of public history courses.

## **Psychology (M.A.)**

### **Program Admission Requirements**

In addition to the Graduate School Admission Requirements, a B average calculated for the last two years overall is required. A personal interview may be requested. Three recommendations from former instructors who are in a position to judge the applicant's aptitude for graduate study are also required.

### **Program Description**

Graduate students seeking the M.A. degree in Psychology have two concentrations to choose from: Clinical and General Experimental. The clinical psychology track requires the completion of 53 semester hours, and the experimental psychology track requires the completion of 37 semester hours.

### **Clinical Psychology Concentration: 53 hours**

The clinical psychology concentration requires the completion of:

- PSY 548 - Human Neuropsychology Credits: 3
- PSY 650 - Advanced General Psychology Credits: 3
- PSY 651 - Advanced Research Methods: Statistics Credits: 4
- 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 - Empirically Based Treatments Credits: 3
- PSY 675 - Cognitive Behavioral Interventions Credits: 3
- PSY 677 - Group Psychotherapy Credits: 3
- PSY 680 - Directed Study in Psychology Credits: 3, R9
- PSY 699 - Thesis Credits: 3, R6  
(9 hours required)

**Electives Hours: 9**

(Electives must be approved by the program director.)

**General Experimental Psychology Concentration: 37 hours**

The general-experimental psychology concentration requires the completion of 37 semester hours including:

- PSY 555 - History of Psychology Credits: 3
- PSY 650 - Advanced General Psychology Credits: 3
- PSY 651 - Advanced Research Methods: Statistics Credits: 4
- PSY 652 - Advanced Research Methods: Design and Communication Credits: 3
- PSY 680 - Directed Study in Psychology Credits: 3, R9  
(9 hours)
- PSY 699 - Thesis Credits: 3, R6  
(9 hours required)

**Elective Hours: 6**

(Electives must be approved by the program director.)

**Comprehensive Requirement**

Degree candidates for both concentrations 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.

**TESOL: Teaching English to Speakers of Other Languages Degree Program (M.A.)**

**Program Admission Requirements**

In addition to the Graduate School Admission Requirements, applicants must have achieved an average grade of B or higher as defined by the major department in upper-level undergraduate courses in the major. A personal interview may be requested. The General Test of the Graduate Record Examinations (GRE) is required, as are three recommendations from former instructors who are in a position to judge the applicant's aptitude for graduate study.

**Program Description**

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 but qualifies graduates to teach outside the N.C. public schools or to pursue further graduate work. For licensure, see the

TESOL concentration in the Education - Comprehensive Education (M.A.T.). Also available is a TESOL concentration in the Education - Comprehensive Education (M.A.Ed.) program.

**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 (M.A.Ed.)**

**Program Admission Requirements:** Same as Graduate School Admission Requirements

**Program Description:** 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 (12 semester hours)**

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

**One of the Following:**

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

**One of the Following:**

- EDHE 531 - Foundations of Adult Education Credits: 3
- PSY 622 - Academic Interventions and Settings Credits: 3

**One of the Following:**

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

**Administration, Organization, and Supervision (12 hours)**

- EDHE 670 - Community College Administration Credits: 3
- EDHE 683 - Internship in Community College Administration 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 Community College Credits: 3
- EDHE 695 - Seminar on the Community College Credits: 2

**Guided Electives (4 hours)**

4 hours of guided electives.

**Counseling, School (M.A.Ed.)**

**Program Admission Requirements:** Same as Graduate School Admission Requirements.

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

**Master of Arts in Education Degree Programs (M.A.Ed.)**

All programs leading to the Master of Arts in Education degree require a minimum of 33 to 48 semester hours of graduate study, inclusive of coursework and individual problems or a thesis. Comprehensive examinations, either written or oral or both, must be passed in both the major and minor fields with the exception of some programs that require a portfolio. Successful completion of a program and requirements related to licensure will lead to recommendation for an advanced North Carolina teaching license except for nonschool programs.

**Professional Core (30 hours)**

- COUN 605 - The Helping Relationship Credits: 3
- COUN 610 - Family Counseling Credits: 3
- COUN 615 - Cross-cultural Counseling Credits: 3
- COUN 625 - Counseling: Developmental Perspectives Credits: 3
- COUN 630 - Theories and Techniques of Counseling Credits: 3

- 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 - Addictions Counseling Credits: 3
- *or*
- SOCW 520 - Addictions 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

## Education - Comprehensive Education (M.A.Ed.)

### Program Admission Requirements

In addition to the Graduate School Admission Requirements, applicants for all M.A.Ed. programs must submit a satisfactory score on the General Test of the Graduate Record Examinations (GRE). 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. Concentration specific requirements include:

- **Comprehensive Education - English** must submit a senior level analytic essay that synthesizes multiple sources and articulates an argument.
- *Comprehensive Education - TESOL* must submit a writing sample (such as an undergraduate paper) in addition to a cover letter detailing student's interest in the discipline and the program.
- **Comprehensive Education-Music** must contact the Music Department to conduct an interview or schedule an audition.
- *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.
- **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.
- **Comprehensive Education-Elementary and Middle Grades** must submit a satisfactory score on the Graduate Record Examination (above 30th percentile) or the Miller's Analogy Test. Additional prerequisite coursework may be required. Each applicant will be interviewed prior to admission.

### Program Description

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 12 semester hours and a concentration of 24 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.

Program Admission Requirements for M.A.Ed. Programs

### **Professional Core - 12 Hours**

The Professional Core is common to all M.A.Ed. Programs.

### **Leadership Capstone (3 hours)**

- EDCI 616 - Advanced Studies in Teacher Leadership Credits: 3

### **Assessment Core Theme (3 hours)**

Select 3 hours from:

- EDRS 609 - Classroom Assessment Credits: 3
- ELMG 601 - Assessment in the Elementary & Middle Grades Credits: 3
- PSY 621 - Advanced Educational Psychology Credits: 3
- SPED 631 - Assessment of Exceptional Learners in the General Curriculum Credits: 3

### **Differentiation/Diversity Core Theme (3 hours)**

Select 3 hours from:

- ELMG 614 - Responsive Instruction in the Elementary & Middle Grades Credits: 3
- SPED 620 - Education in a Diverse Society Credits: 3
- SPED 640 - Universal Design for Learning Credits: 3

### **Research Core Theme (3 hours)**

Select 3 hours from:

- EDRS 602 - Methods of Research Credits: 3  
(*EDRS 602 is required for all Elementary & Middle Grades candidates.*)
- EDRS 610 - Quantitative Research Methods in Education Credits: 3
- EDRS 611 - Foundations of Qualitative Research Credits: 3
- EDRS 620 - Action Research Credits: 3
- ELMG 602 - Qualitative Research Methods in the Elementary & Middle Grades Credits: (3)
- PE 621 - Research in Health and Human Performance Credits: 3
- SPED 682 - Research in Special Education Credits: 3

### **Technology Core Theme (0 hours)**

Select three Technology Seminar offerings during the program.

### **Art Concentration (24 hours)**

Twenty-four hours in addition to the Professional Core. Six hours of Methods courses and eighteen hours of Art Content courses are required.

#### **Methods**

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

#### **Art Content Area**

18 hours of Art Content courses are required. as follows: nine hours of studio, six hours or upper level art history, and three hours of independent study or thesis.

### **Biology Concentration (24 hours)**

Twenty-four (24) hours in addition to the Professional Core. Six hours of Methods courses and eighteen hours of Biology Content courses are required.

#### **Methods**

- SCI 512 - Advanced Science Methods Credits: 3, R6
- SCI 695 - Seminar in Science Education Credits: 3

#### **Biology Content Area**

18 hours of Biology courses 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.

### **Chemistry Concentration (24 hours)**

Twenty-four (24) hours in addition to the Professional Core. Six hours of Methods courses and eighteen hours of Chemistry Content courses are required.

#### **Methods**

- SCI 512 - Advanced Science Methods Credits: 3, R6 , and  
*either*
- SCI 695 - Seminar in Science Education Credits: 3 , or
- SCI 696 - Seminar in Science Education Credits: 3

#### **Chemistry Content Area**

18 hours of Chemistry 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.

## **Elementary Education Concentration (24 hours) to include**

In additional to the Professional Core

### **Elementary Education Core**

The Elementary Education Core are requirements beyond the Professional Core

### **Research (12 hours)**

- EDRS 602 - Methods of Research Credits: 3  
*and one from the following*
- ELMG 602 - Qualitative Research Methods in the Elementary & Middle Grades Credits: (3)
- EDRS 610 - Quantitative Research Methods in Education Credits: 3
- EDRS 611 - Foundations of Qualitative Research Credits: 3
- EDRS 620 - Action Research Credits: 3
- SPED 682 - Research in Special Education Credits: 3
- PE 621 - Research in Health and Human Performance Credits: 3  
*and*
- ELMG 609 - Issues & Trends in the Classroom Research Design for Elementary & Middle Grades Credits: 3  
*and*
- ELMG 697 - Research Seminar in Elementary & Middle Grades Education Credits: 3  
*(This is a required CAPSTONE course.)*

### **Elementary Education Subject Matter (15 hrs)**

#### **SUBJECT MATTER SPECILIZATIONS**

Students must complete one of the four specializations options listed below.

#### **Option 1: Elementary Education - Interdisciplinary**

Choose fifteen hours. Six hours must come from the Theory & Practice list and six hours must come from the Content Area list, and three additional hours from either area. Alternately students may choose to complete one of the more specialized options below.

##### **Theory and Practice**

- ELMG 566 - Computers in Education Credits: 3
- ELMG 603 - Elementary Science Curriculum Credits: 3
- ELMG 604 - Elementary Social Studies Curriculum Credits: 3
- ELMG 605 - Elementary Math Curriculum Credits: 3
- ELMG 606 - Elementary and Middle Grades Language Arts 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
- ELMG 611 - Research in Mathematics Teaching & Learning (K-9) Credits: 3
- ELMG 612 - Multimedia Literacy Credits: 3
- ELMG 650 - Issues of Diversity in Social Studies Curriculum Credits: 3
- ELMG 655 - Content Area Reading in Science & Mathematics Credits: 3
- ELMG 656 - Environment Education Credits: 3
- ELMG 657 - Integrating Science & Literacy Credits: 3
- ELMG 666 - Projects in Educational Computing Credits: 3

- ELMG 667 - Assistive Technology Credits: 3
- ELMG 668 - Instructional Technology & Design Credits: 3
- EDRD 620 - Word Study Credits: 3
- EDRD 621 - Literacy in the Early Years Credits: 3
- EDRD 622 - Phonics to Fluency Credits: 3
- EDRD 631 - Intensive Study of Writing Credits: 3, R9
- EDRD 640 - Reading Diagnosis & Instruction Credits: 3
- EDRD 651 - Clinical Procedures in Remedial Reading Credits: 3
- ENGL 615 - Linguistic Perspectives Credits: 3
- ENGL 635 - Teaching Grammar, Reading and Writing to ESL Students. Credits: 3

**Content Area**

- ENGL 501 - Writing for Careers Credits: 3
- ENGL 550 - Major British Writers Credits: 3, R9
- ENGL 564 - Native American Literature Credits: 3
- ENGL 571 - Studies in Poetry Credits: 3
- ENGL 572 - Studies in Fiction Credits: 3
- ENGL 573 - Studies in Drama Credits: 3
- ENGL 600 - Selected Ethnic Literature Credits: 3
- ENGL 601 - Gender Studies Credits: 3
- ENGL 602 - African American Literature Credits: 3
- EDRD 653 - Advanced Children's Literature Credits: 3
- MATH 601 - Modern Mathematics for Teachers I Credits: 3
- MATH 602 - Modern Mathematics for Teachers II Credits: 3
- MATH 603 - Modern Mathematics for Teachers III Credits: 3
- GEOL 601 - Earth Sciences Credits: 3
- GEOL 602 - Earth Sciences Credits: 3
- BIOL 538 - Ecological Restoration Credits: 3
- BIOL 541 - Conservation Biology Credits: 3
- BIOL 593 - Advanced Studies in Biology Credits: 1-6, R12

*Social Studies: Any 500 or 600 level course in History, Political Science, Religion or Geography with approval of advisor.*

**Option 2 - Elementary Education Reading/Language Arts**

Choose fifteen hours. Six hours must come from the Theory & Practice list and six hours must come from the Content Area list, and three additional hours from either area.

**Theory and Practice**

- ELMG 606 - Elementary and Middle Grades Language Arts Curriculum Credits: 3
- EDRD 620 - Word Study Credits: 3
- EDRD 621 - Literacy in the Early Years Credits: 3
- EDRD 622 - Phonics to Fluency Credits: 3
- EDRD 631 - Intensive Study of Writing Credits: 3, R9
- EDRD 640 - Reading Diagnosis & Instruction Credits: 3
- EDRD 651 - Clinical Procedures in Remedial Reading Credits: 3
- ENGL 615 - Linguistic Perspectives Credits: 3
- ENGL 635 - Teaching Grammar, Reading and Writing to ESL Students. Credits: 3

**Content Area**

- ENGL 501 - Writing for Careers Credits: 3
- ENGL 550 - Major British Writers Credits: 3, R9
- ENGL 564 - Native American Literature Credits: 3

- ENGL 571 - Studies in Poetry Credits: 3
- ENGL 572 - Studies in Fiction Credits: 3
- ENGL 573 - Studies in Drama Credits: 3
- ENGL 600 - Selected Ethnic Literature Credits: 3
- ENGL 601 - Gender Studies Credits: 3
- ENGL 602 - African American Literature Credits: 3
- EDRD 653 - Advanced Children's Literature Credits: 3

**Option 3 - Elementary Education Social Studies**

Choose fifteen hours. Six hours must come from the Theory & Practice list and six hours must come from the Content Area list, and three additional hours from either area.

**Theory and Practice**

- ELMG 604 - Elementary Social Studies Curriculum Credits: 3
- ELMG 650 - Issues of Diversity in Social Studies Curriculum Credits: 3
- **Content Area** *Any 500 or 600 level course in History, Political Science, Religion or Geography with approval of advisor.*
- HIST 511 - Western Imperialism 1500 to the Present Credits: 3 or higher
- PSC 507 - American Political Parties Credits: 3 or higher
- PAR 593 - Topics in Philosophy and Religion Credits: 1-3, R6 or higher
- GEOG 502 - Conservation of Natural Resources Credits: 3 or higher

**Option 4 - Elementary Education Mathematics**

Choose fifteen hours. Six hours must come from the Theory & Practice list and six hours must come from the Content Area list, and three additional hours from either area.

**Theory and Practice**

- 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
- ELMG 611 - Research in Mathematics Teaching & Learning (K-9) Credits: 3
- **Content Area**
- MATH 601 - Modern Mathematics for Teachers I Credits: 3
- MATH 602 - Modern Mathematics for Teachers II Credits: 3
- MATH 603 - Modern Mathematics for Teachers III Credits: 3

**Option 5: Elementary Education Science**

Choose fifteen hours. Six hours must come from the Theory & Practice list and six hours must come from the Content Area list, and three additional hours from either area.

**Theory and Content**

- ELMG 603 - Elementary Science Curriculum Credits: 3
- ELMG 655 - Content Area Reading in Science & Mathematics Credits: 3
- ELMG 656 - Environment Education Credits: 3
- ELMG 657 - Integrating Science & Literacy Credits: 3
- **Content Area**
- GEOL 601 - Earth Sciences Credits: 3
- GEOL 602 - Earth Sciences Credits: 3

- BIOL 593 - Advanced Studies in Biology Credits: 1-6, R12 Only *Spiders of the Southern Appalachians*. Two week course offered every other year. Classes held at Highlands Biological Station in Highlands, NC
- BIOL 538 - Ecological Restoration Credits: 3 Offered every "odd" Spring.
- BIOL 541 - Conservation Biology Credits: 3 Offered every "odd" Fall.

#### **Option 6 - Digital Literacy**

Choose 15 hours from the following.

- ELMG 566 - Computers in Education Credits: 3
- ELMG 610 - Distance Education Credits: 3
- ELMG 612 - Multimedia Literacy Credits: 3
- ELMG 666 - Projects in Educational Computing Credits: 3
- ELMG 667 - Assistive Technology Credits: 3
- ELMG 668 - Instructional Technology & Design Credits: 3

#### **English Concentration (24 hours)**

In addition to the Professional Core

##### **Methods**

Six hours are required.

- ENGL 514 - Fundamentals of Teaching Composition Credits: 3
- ENGL 517 - Methods of Teaching Literature Credits: 3

##### **British Literature**

Three hours of British Literature are required. Choose any British Literature Course (500 or higher)

##### **American Literature**

Three hours of American Literature are required. Choose any American Literature Course (500 or higher)

##### **Other Literature**

Three hours of other literature courses are required and must be chosen from the following list.

- ENGL 564 - Native American Literature Credits: 3
- ENGL 601 - Gender Studies Credits: 3
- ENGL 602 - African American Literature Credits: 3
- ENGL 615 - Linguistic Perspectives Credits: 3
- ENGL 663 - Environmental Literature Credits: (3)
- ENGL 673 - Global and Postcolonial Literature Credits: 3
- ENGL 674 - Transnational Literature Credits: 3
- ENGL 677 - Twentieth-Century Literary Criticism and Theory Credits: 3

## **Guided Electives**

Nine hours of guided electives in English are required. Elective courses are chosen in consultation with the program director.

## **Additional Information**

English Comprehensive Examinations on both early and later literature and a Master Teacher Project 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 current *Guide to Graduate Studies in English*, available online.

## **Health and Physical Education Concentration (24 hours) to include**

In addition to the Professional Core

### **Methods (9 hours)**

- HPE 605 - K-12 Public School Health Curriculum Credits: 3
- PE 630 - Physical Education Curriculum Credits: 3
- PE 655 - Methods and Analysis in Physical Education and Sport Instruction Credits: 3

### **Health and Physical Education Core (15 credit hours)**

- PE 615 - Legal Issues in Human Performance Credits: 3
- PE 625 - Motor Learning Credits: 3
- *or*
- PE 635 - Lifespan Motor Development Credits: 3
- PE 650 - Applied Physiology Credits: 3
- *or*
- PE 676 - Research Techniques in Exercise Physiology Credits: 3
- HPE 610 - Advanced Content & Strategies for School Health Intervention Credits: 3
- HPE 696 - Seminar/Practicum in Health & Physical Education Credits: 3

### **Mathematics Concentration (24 hours)**

The program leading to the MAED degree in comprehensive education with an emphasis in secondary mathematics requires a minimum of 36 hours of graduate study consisting of a professional core of 12 semester hours. The program leads to recommendation for advanced competency licensure from the North Carolina Department of Public Instruction. Completion of degree requirements includes satisfactory portfolio demonstrating advanced competencies. Candidates with current National Board Certification in the concentration are have demonstrated advanced competencies and are exempted from the required portfolio.

In addition to the Professional Core

### **Content Methods (6 hours)**

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

## **Mathematics (18 hours)**

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
- MATH 661 - Algebraic Coding Theory Credits: 3
- MATH 662 - Matrix Analysis Credits: 3

### **Analysis**

- MATH 508 - Survey of Analysis Credits: 3
- MATH 522 - Real Analysis Credits: 3
- MATH 523 - Advanced Calculus II Credits: 3
- MATH 524 - Complex Variable Theory Credits: 3
- MATH 622 - Introduction to Functional Analysis Credits: 3
- MATH 623 - Advanced Analysis Credits: 3
- MATH 624 - Complex Analysis Credits: 3

### **Applied**

- MATH 530 - Mathematical Modeling Credits: 3
- MATH 541 - Introduction to Numerical Analysis Credits: 3
- MATH 550 - Linear Optimization 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
- MATH 650 - Nonlinear Optimization Credits: 3
- MATH 674 - Applied Linear Regression Credits: 3

### **Statistics**

- MATH 570 - Statistical Theory II Credits: 3
- MATH 670 - Nonparametric Statistics Credits: 3
- MATH 672 - Design of Experiments Credits: 3

### **Geometry and History**

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

### **Electives**

9 hours of elective mathematics courses except MATH 601, 602, and 603.

At least 3 hours must be taken from courses numbered 600.

### **Middle Grades Concentrations (24 hours) to include**

In addition to the Professional Core

### **Middle Grades Core**

The Middle Grades Core are requirements beyond the Professional Core.

### **Research (12 hours)**

- EDRS 602 - Methods of Research Credits: 3  
*and one from the following*
- ELMG 602 - Qualitative Research Methods in the Elementary & Middle Grades Credits: (3)
- EDRS 610 - Quantitative Research Methods in Education Credits: 3
- EDRS 611 - Foundations of Qualitative Research Credits: 3
- EDRS 620 - Action Research Credits: 3
- SPED 682 - Research in Special Education Credits: 3  
*and,*
- ELMG 609 - Issues & Trends in the Classroom Research Design for Elementary & Middle Grades Credits: 3  
*and,*
- ELMG 697 - Research Seminar in Elementary & Middle Grades Education Credits: 3  
*(This is a required CAPSTONE course.)*

### **Digital Literacy (3 hours)**

- ELMG 566 - Computers in Education Credits: 3
- ELMG 667 - Assistive Technology Credits: 3
- ELMG 610 - Distance Education Credits: 3
- ELMG 668 - Instructional Technology & Design Credits: 3
- ELMG 612 - Multimedia Literacy Credits: 3
- ELMG 666 - Projects in Educational Computing Credits: 3

### **Middle Grades Subject Matter (12 hours)**

#### **Curriculum**

- EDMG 620 - Middle Grades Curriculum, Instruction, & Assessment Credits: (3)

#### **SUBJECT MATTER SPECIALIZATIONS**

*Must declare and complete one of the four specialization options listed below:*

#### **Option 1 - Middle Grades Reading/Language Arts**

Choose nine additional hours from the courses listed below. A minimum of three hours must come from the Content Area list.

#### **Theory and Practice**

- ELMG 606 - Elementary and Middle Grades Language Arts Curriculum Credits: 3
- EDRD 640 - Reading Diagnosis & Instruction Credits: 3
- EDRD 651 - Clinical Procedures in Remedial Reading Credits: 3

- EDRD 653 - Advanced Children's Literature Credits: 3
- ENGL 615 - Linguistic Perspectives Credits: 3
- **Content Area**
- ENGL 564 - Native American Literature Credits: 3
- ENGL 571 - Studies in Poetry Credits: 3
- ENGL 572 - Studies in Fiction Credits: 3
- ENGL 573 - Studies in Drama Credits: 3
- ENGL 600 - Selected Ethnic Literature Credits: 3
- ENGL 602 - African American Literature Credits: 3

**Option 2 - Middle Grades Social Studies**

Choose nine additional hours from the courses listed below. A minimum of three hours must come from the Content Area list.

- **Theory and Practice**
- ELMG 604 - Elementary Social Studies Curriculum Credits: 3
- ELMG 650 - Issues of Diversity in Social Studies Curriculum Credits: 3
- **Content Area** *Any 500 or 600 level course in History, Political Science, Religion or Geography with approval of advisor.*
- HIST 511 - Western Imperialism 1500 to the Present Credits: 3 or higher
- PSC 507 - American Political Parties Credits: 3 or higher
- PAR 593 - Topics in Philosophy and Religion Credits: 1-3, R6 or higher
- GEOG 502 - Conservation of Natural Resources Credits: 3 or higher

**Option 3 -Middle Grades Mathematics**

Choose nine additional hours from the courses listed below. A minimum of three hours must come from the Content Area list.

- **Theory and Practice**
- 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
- ELMG 611 - Research in Mathematics Teaching & Learning (K-9) Credits: 3
- **Content Area**
- MATH 601 - Modern Mathematics for Teachers I Credits: 3
- MATH 602 - Modern Mathematics for Teachers II Credits: 3
- MATH 603 - Modern Mathematics for Teachers III Credits: 3

**Option 4 - Middle Grades Science**

Choose nine additional hour from the courses listed below. A minimum of three hours must come from the Content Area list.

- **Theory and Practice**
- ELMG 603 - Elementary Science Curriculum Credits: 3
- ELMG 655 - Content Area Reading in Science & Mathematics Credits: 3
- ELMG 656 - Environment Education Credits: 3
- ELMG 657 - Integrating Science & Literacy Credits: 3
- **Content Area**

- GEOL 601 - Earth Sciences Credits: 3
- GEOL 602 - Earth Sciences Credits: 3
- BIOL 593 - Advanced Studies in Biology Credits: 1-6, R12 Only *Spiders of the Southern Appalachians*. Two week course offered every other year. Classes held at Highland Biological Station.
- BIOL 538 - Ecological Restoration Credits: 3  
*Offered every "odd" Spring.*
- BIOL 541 - Conservation Biology Credits: 3  
*Offered every "odd" Fall.*

**Music Concentration (24 hours) to include:**

In addition to the Professional Core

**Music Core**

**Leadership and Research (5 hours)**

- MUS 601 - Writing About Music Credits: 1
- MUS 680 - Independent Study Credits: 1, R6
- MUS 677 - Capstone Project Credits: 3

**Music History/Literature/Theory/Analysis (9 hours)**

Choose the following:

- MUS 520 - Studies in Music Literature Credits: 3, R9
- MUS 521 - Studies in Musical Analysis 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

**Music Education Methods (6 hours)**

- MUS 695 - Music Education Seminar Credits: 3  
*and, one of the following:*
- MUS 592 - Orff-Schulwerk Level I Credits: 3
- MUS 640 - Seminar in Music Pedagogy Credits: 3, R6
- MUS 641 - Pedagogy of Music Theory Credits: 3

**Music Electives (4 hours)**

Electives: 4 hours of graduate level Music courses.

**Social Sciences Concentration (24 hours)**

Twenty-four hours in addition to the Professional Core. Six hours of methods courses and eighteen hours of social science courses in the areas indicated are required.

## Methods

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

## Social Science Content Area

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

## Special Education Concentration (24 hours) to include

In addition to the Professional Core

## Emphasis:

Must declare and complete twenty-four (24) hours from one of the three emphasis options lists below:

### Option 1 - Gifted Education

Choose nine (9) hours from Content Area list of courses and fifteen (15) hours from Methods list.

#### Content Area (*Gifted*)

- SPED 503 - Current Issues in Gifted Education Credits: (3)
- SPED 571 - Introduction to Gifted Education Credits: 3
- Guided Elective - Chosen in consultation with advisor Credits: 3

#### Methods

- SPED 500 - Creative Thinking and Problem Solving Credits: 3
- SPED 575 - Methods and Models of Gifted Education Credits: 3
- SPED 577 - Curriculum Differentiation for Gifted Learners Credits: 3
- SPED 605 - Social & Emotional Curriculum for Gifted Students Credits: 3
- SPED 687 - Practicum in Special Education Credits: 1-3, R9

### Option 2 - Mild to Moderate Disabilities

Choose six (6) hours from Content Area list of courses and eighteen (18) hours from the Methods list.

#### Content Area (*Mild to Moderate Disabilities*)

- SPED 502 - Current Issues in Special Education Credits: 3
- SPED 633 - Collaboration with Families and Professionals Credits: 3

#### Methods

- SPED 504 - Educational Programs for Students with Behavioral Disorders Credits: 3
- SPED 684 - Teaching Students with Behavioral Disorders Credits: 3
- SPED 505 - Educational Programs for Students with Learning Problems Credits: 3
- SPED 681 - Teaching Students with Learning Problems Credits: 3
- SPED 687 - Practicum in Special Education Credits: 1-3, R9

*Guided Elective (3 Semester hours)*

### **Option 3 - Severe/Profound Disabilities**

Choose eighteen (18) hours from Content Area list of courses and six (6) hours from the Guided Electives list.

#### **Content Area** (*Severe to Profound Disabilities*)

- SPED 528 - Programs and Services for Individuals with Severe/Profound Disabilities Credits: 3
- SPED 530 - Assessment and Functional Skill Instruction in the Adapted Curriculum Credits: 3
- SPED 532 - Assessing the Adapted Curriculum Credits: 3
- SPED 534 - Positive Behavior Supports for Students with Severe Disabilities, Advanced Credits: 3
- SPED 633 - Collaboration with Families and Professionals Credits: 3
- SPED 687 - Practicum in Special Education Credits: 1-3, R9

#### **Guided Electives**

- CSD 594 - Topics in Communication Disorders Credits: 1-3, R6
- PT 665 - Physical Care and Management of Students with Severe/Profound Disabilities Credits: 3
- SPED 635 - Introduction to Autism Spectrum Disorders Credits: 3
- SPED 636 - Evidence-Based Methods for Teaching Students with Autism Spectrum Disorders Credits: 3

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

Nine semester hours of TESOL methods courses:

- ENGL 616 - Foundations of ESL and Language Learning Credits: 3
- ENGL 628 - ESL Curriculum and Administration Credits: (3)
- ENGL 683 - TESOL Practicum 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

### **Academically or Intellectually Gifted (AIG) Add-on Licensure (K-12)**

Licensure in AIG may be obtained by teachers holding or eligible for a North Carolina license in any area. The licensure program is completely online with the exception of a one-week field experience associated with SPED 500 that takes place in the summer. Credits earned may be applied to the gifted concentration in the MAEd program in special education.

The program requires 12 hours and includes the following:

- SPED 500 - Creative Thinking and Problem Solving Credits: 3
- SPED 571 - Introduction to Gifted Education Credits: 3
- SPED 575 - Methods and Models of Gifted Education Credits: 3
- SPED 577 - Curriculum Differentiation for Gifted Learners Credits: 3

## **Educational Supervision (M.A.Ed.)**

### **Program Description:**

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 curriculum instruction, 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.

### **Master of Arts in Education Degree Programs (M.A.Ed.)**

All programs leading to the Master of Arts in Education degree require a minimum of 33 to 48 semester hours of graduate study, inclusive of coursework and individual problems or a thesis. Comprehensive examinations, either written or oral or both, must be passed in both the major and minor fields with the exception of some programs that require a portfolio. Successful completion of a program and requirements related to licensure will lead to recommendation for an advanced North Carolina teaching license except for nonschool programs.

### **Professional Component (12 hours)**

- EDCI 613 - The Teacher Leader Credits: 3
- EDRS 602 - Methods of Research Credits: 3
- PSY 622 - Academic Interventions and Settings 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: 1-3

#### **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

### **Education - Comprehensive Education (M.A.T.)**

#### **Program Admission Requirements:**

In addition to the , Graduate School Admission Requirements MAT 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. 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.

Applicants for the MAT in Comprehensive Education must submit the following documents for review as part of the admission process to the specific concentration:

- **Art** - a letter of intent to the program coordinator and a portfolio of their work demonstrating breadth and depth
- *Biology* - evidence of individual research such as an undergraduate thesis or in-depth research paper
- *Chemistry* -evidence of individual research such as an undergraduate thesis or in-depth research paper
- **English** - a senior level analytic essay that synthesizes multiply sources and articulates argument
- **Mathematics** -evidence of an independent capstone research project
- **Music** - an interview and audition with the Music Department and a score study
- *Social Sciences* - a senior level research paper that synthesizes primary and secondary sources and develops and sustains an argument

#### **Program Description:**

The MAT was designed to enable students holding degrees other than education degrees to study in selected teaching programs at the advanced graduate 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 39 semester hours of graduate study. The MAT requires students in all concentrations to complete 18 semester hours in the professional core. A full-time, semester-long internship or the equivalent is required. The specific requirements for each concentration are listed in each concentration area. Pending satisfactory completion of state-mandated licensure requirements, the program leads to a recommendation for an initial and advanced license from the North Carolina Department of Public Instruction. Completion of degree requirements includes satisfactory completion of the Comprehensive Portfolio (may be waived for National Board certification).

## **Professional Core - 18 Hours**

### **Initial Professional Education Core (9 hours)**

- EDCI 607 - Foundations of Teacher Leadership in a Diverse Society Credits: 3
- PSY 621 - Advanced Educational Psychology Credits: 3
- SPED 639 - Teaching Exceptional Learners in Inclusive Classrooms Credits: 3

### **Advanced Professional Education Core (9 hours)**

#### **Teacher Leadership**

Three hours, must take:

- EDCI 616 - Advanced Studies in Teacher Leadership Credits: 3

#### **Research**

Three hours, select from:

- EDRS 602 - Methods of Research Credits: 3
- EDRS 610 - Quantitative Research Methods in Education Credits: 3
- EDRS 611 - Foundations of Qualitative Research Credits: 3
- EDRS 620 - Action Research Credits: 3
- ELMG 602 - Qualitative Research Methods in the Elementary & Middle Grades Credits: (3)
- PE 621 - Research in Health and Human Performance Credits: 3
- SPED 682 - Research in Special Education Credits: 3

#### **Assessment**

Three hours, select from:

- EDRS 609 - Classroom Assessment Credits: 3
- ELMG 601 - Assessment in the Elementary & Middle Grades Credits: 3
- SPED 631 - Assessment of Exceptional Learners in the General Curriculum Credits: 3

#### **Technology Core Theme**

Three Technology Seminars, select three Technology Seminars offered during the program.

#### **Concentrations**

**Licensure:** Adapted Special Education (K-12), Art (K-12), Biology (9-12), Birth-Kindergarten (B-K), Chemistry (9-12), English (9-12), General Special Education (K-12), Mathematics (9-12), Music (K-12), Physical Education (K-12), Social Sciences (9-12), Teaching English to Speakers of Other Languages (TESOL) (K-12)

### **Art Concentration (21 hours)**

Twenty-one hours in addition to the eighteen hour Professional Core. Nine hours of Advanced Methods courses, six hours of Art Content, and six hours of Internship & Seminar courses are required. **Licensure:** Leads to a recommendation for K-12 licensure.

#### **Advanced Methods**

Nine hours, must take:

- ART 563 - Methods of Teaching Middle and High School Art Credits: 3
- EDCI 617 - Methods and Practices for Teaching in Content Areas Credits: 3
- ART 565 - Methods of Teaching Elementary School Art Credits: 3

#### **Art Content Area**

Six hours, must take:

- ART 516 - Contemporary Art Credits: 3 (or other 500 Level Art History course)
- ART 593 - Topics in Studio Art Credits: 1-9, R12

#### **Internship and Seminar**

Six hours, must take:

- EDCI 695 - Seminar in Reflective Practice in Teaching Credits: 3
- EDCI 689 - Internship in Secondary Education and Special Subjects Areas Credits: 3, 6 or 9, R12

### **Biology Concentration (24 hours)**

Twenty-four hours in addition to the eighteen hour Professional Core. Six hours of Advanced Methods courses, twelve hours of Biology Content courses, and six hours of Internship & Seminar courses are required. **Note:** This concentration requires 3 hours above the MAT minimum requirement. **Licensure:** Leads to a recommendation for 9-12 licensure.

#### **Advanced Methods**

Six hours, must take:

- SCI 512 - Advanced Science Methods Credits: 3, R6
- EDCI 617 - Methods and Practices for Teaching in Content Areas Credits: 3

#### **Biology Content**

Twelve hours selected upon the advice of the department faculty.

- BIOL 500 (or higher)

#### **Internship & Seminar**

Six hours, must take:

- EDCI 695 - Seminar in Reflective Practice in Teaching Credits: 3
- EDCI 689 - Internship in Secondary Education and Special Subjects Areas Credits: 3, 6 or 9, R12

### **Chemistry Concentration (24 hours)**

Twenty-four hours in addition to the eighteen hour Professional Core. Six hours of Advanced Methods courses, twelve hours of Chemistry Content courses, and six hours of Internship & Seminar courses. **Note:** This concentration requires 3 hours above the MAT minimum requirement. **Licensure:** Leads to a recommendation for 9-12 licensure.

#### **Advanced Methods**

Six hours, must take:

- SCI 512 - Advanced Science Methods Credits: 3, R6
- EDCI 617 - Methods and Practices for Teaching in Content Areas Credits: 3

#### **Chemistry Content**

Twelve hours, selected upon the advice of the department faculty.

- CHEM 500 (or higher)

#### **Internship & Seminar**

Six hours, must take:

- EDCI 695 - Seminar in Reflective Practice in Teaching Credits: 3
- EDCI 689 - Internship in Secondary Education and Special Subjects Areas Credits: 3, 6 or 9, R12

### **English Concentration (24 hours)**

Twenty four hours in addition to the eighteen hour Professional Core. Six hours of Advanced Methods courses, nine hours of Literature courses as indicated, three hours of Guided Electives, and six hours of Internship & Seminar courses are required. **Note:** This concentration requires 3 hours above the MAT minimum requirement. **Licensure:** Leads to a recommendation for 9-12 licensure.

#### **Advanced Methods**

Six hours, must take:

- ENGL 517 - Methods of Teaching Literature Credits: 3
- EDCI 617 - Methods and Practices for Teaching in Content Areas Credits: 3

#### **British Literature**

Three hours of British Literature are required. Choose any British Literature Course (500 or higher)

#### **American Literature**

Three hours of American Literature are required. Choose any American Literature Course (500 or higher)

## Other Literature

Three hours of other literature courses are required and must be chosen from the following list:

- ENGL 564 - Native American Literature Credits: 3
- ENGL 601 - Gender Studies Credits: 3
- ENGL 602 - African American Literature Credits: 3
- ENGL 615 - Linguistic Perspectives Credits: 3
- ENGL 663 - Environmental Literature Credits: (3)
- ENGL 673 - Global and Postcolonial Literature Credits: 3
- ENGL 674 - Transnational Literature Credits: 3
- ENGL 677 - Twentieth-Century Literary Criticism and Theory Credits: 3

## Internship & Seminar

Six hours, must take:

- EDCI 695 - Seminar in Reflective Practice in Teaching Credits: 3
- EDCI 689 - Internship in Secondary Education and Special Subjects Areas Credits: 3, 6 or 9, R12

## Health and Physical Education Concentration (33 hours)

Thirty-three hours in addition to the eighteen hour Professional Core. **Note:** This concentration requires 9 hours above the MAT minimum requirement.

*Take:*

- HPE 605 - K-12 Public School Health Curriculum Credits: 3
- HPE 610 - Advanced Content & Strategies for School Health Intervention Credits: 3
- PE 630 - Physical Education Curriculum Credits: 3

*Take Either:*

- PE 625 - Motor Learning Credits: 3 or
- PE 635 - Lifespan Motor Development Credits: 3

*Take Either:*

- PE 650 - Applied Physiology Credits: 3 or
- PE 665 - Exercise Testing and Prescription Credits: 3

*Take:*

- PE 655 - Methods and Analysis in Physical Education and Sport Instruction Credits: 3
- HPE 696 - Seminar/Practicum in Health & Physical Education Credits: 3
- PE 583 - Physical Education Advanced Internship Credits: 9
- PE 596 - Seminar in Physical Education Credits: 3

## Mathematics Concentration (24 hours)

Twenty-four hours in addition to the eighteen hour Professional Core. Six hours of Advanced Methods as indicated, twelve hours of Mathematics Content as indicated, and six hours of Internship & Seminar courses are required. **Note:** This concentration requires 3 hours above the MAT minimum requirement. **Licensure:** Leads to a recommendation for 9-12 licensure.

### **Advanced Methods**

Six hours, must take:

*Take Either*

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

*And Take*

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

### **Mathematics Content Area**

Twelve hours as indicated.

*Take Both*

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

*Take Either*

- MATH 511 - Foundations in Geometry Credits: 3 or
- MATH 512 - Modern Geometry Credits: 3

*Take an Additional Mathematics Elective*

- Choose one three hour elective from Algebra, Analysis, Applied Mathematics, or Statistics. Must be 500 level or above.

### **Internship & Seminar**

Six hours, must take:

- EDCI 689 - Internship in Secondary Education and Special Subjects Areas Credits: 3, 6 or 9, R12

### **Music Concentration (27 hours)**

Twenty-seven hours in addition to the eighteen hour Professional Core. Six hours of Advanced Methods courses, twelve hours of Music Content courses as indicated, three hours of Music Internship, and six additional hours of Internship & Seminar courses are required. **Note:** This concentration requires 6 hours above the MAT minimum requirement. **Licensure:** Leads to a recommendation for K-12 licensure.

### **Advanced Methods**

Six hours, must take:

- MUS 695 - Music Education Seminar Credits: 3
- EDCI 617 - Methods and Practices for Teaching in Content Areas Credits: 3

### **Music Content**

Twelve hours as indicated.

*Must take the following:*

- MUS 601 - Writing About Music Credits: 1

*Must take, two hours from the following:*

- MUS 528 - Choral Conducting Credits: 2
- MUS 529 - Instrumental Conducting Credits: 2

*Must take six hour from the following list:*

- MUS 520 - Studies in Music Literature Credits: 3, R9
- MUS 521 - Studies in Musical Analysis 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

*Must take three hours from the following list:*

- MUS 640 - Seminar in Music Pedagogy Credits: 3, R6
- MUS 641 - Pedagogy of Music Theory Credits: 3
- MUS 680 - Independent Study Credits: 1, R6

### **Music Internship**

Three hours, must take:

- MUS 689 - Internship in Secondary Education (Music)

### **Internship & Seminar**

Six hours, must take:

- EDCI 695 - Seminar in Reflective Practice in Teaching Credits: 3
- EDCI 689 - Internship in Secondary Education and Special Subjects Areas Credits: 3, 6 or 9, R12

### **Social Sciences Concentration (21 hours)**

Twenty-one hours in addition to the Professional Core. Six hours of Advanced Methods courses, nine hours of Social Sciences Content courses, and six hours of Internship & Seminar courses are required. **Licensure:** Leads to a recommendation for 9-12 licensure.

### **Advanced Methods**

Six hours, must take:

- HIST 633 - Advanced Teaching Methodologies in Secondary Social Science Education Credits: 3
- EDCI 617 - Methods and Practices for Teaching in Content Areas Credits: 3

### **Social Sciences Content**

Nine hours selected upon the advice of the department faculty. Must be 500 level or higher and come from the following fields:

- History
- Political Science
- Anthropology

## Internship & Seminar

Six hours, must take:

- EDCI 695 - Seminar in Reflective Practice in Teaching Credits: 3
- EDCI 689 - Internship in Secondary Education and Special Subjects Areas Credits: 3, 6 or 9, R12

## Special Education: Adapted Curriculum Concentration (30 hours)

Twenty seven hours in addition to the eighteen hour Professional Core. **Note:** This concentration requires nine hours above the MAT minimum requirement. **Licensure:** Leads to a recommendation for K-12 licensure.

*Specialty Courses (select 6 hours):*

- CSD 594 - Topics in Communication Disorders Credits: 1-3, R6
- PT 665 - Physical Care and Management of Students with Severe/Profound Disabilities Credits: 3
- SPED 636 - Evidence-Based Methods for Teaching Students with Autism Spectrum Disorders Credits: 3

*Take 3 Hours of Either:*

- SPED 587 - Initial Licensure Practicum Credits: 3 or
- SPED 687 - Practicum in Special Education Credits: 1-3, R9

*Teaching Methods and Clinical Experiences (18 hours):*

- SPED 528 - Programs and Services for Individuals with Severe/Profound Disabilities Credits: 3
- SPED 530 - Assessment and Functional Skill Instruction in the Adapted Curriculum Credits: 3
- SPED 532 - Assessing the Adapted Curriculum Credits: 3
- SPED 534 - Positive Behavior Supports for Students with Severe Disabilities, Advanced Credits: 3
- SPED 633 - Collaboration with Families and Professionals Credits: 3
- SPED 635 - Introduction to Autism Spectrum Disorders Credits: 3

## Special Education: General Curriculum Concentration (21 hours)

Twenty-one hours in addition to the eighteen hour Professional Core. **Licensure:** Leads to recommendation for K-12 licensure.

*Take: (must total 21 hours)*

- SPED 506 - Advanced Methods to Teach Students with High Incidence Disabilities Credits: 3
- SPED 507 - Behavioral and Social Needs of Exceptional Learners in the General Curriculum Credits: 3
- SPED 555 - Culturally Responsive Classroom Management for Exceptional Learners Credits: 3
- SPED 562 - Best Practices for Teaching Reading & Written Language to Exceptional Learners Credits: 3
- SPED 563 - Best Practices for Teaching Mathematics to Exceptional Learners Credits: 3
- SPED 587 - Initial Licensure Practicum Credits: 3 (required for those not teaching)
- SPED 633 - Collaboration with Families and Professionals Credits: 3
- SPED 687 - Practicum in Special Education Credits: 1-3, R9 (3 hours are required to reach 21 hours total)

## Teaching English to Speakers of Other Languages (TESOL) Concentration (27 hours)

Twenty-four hours in addition to the eighteen hour Professional Core. **Note:** This concentration requires 6 hours above the MAT minimum requirement. **Licensure:** Leads to a recommendation for K-12 licensure:

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

## **Business Administration (M.B.A.)**

### **Program Admission Requirements**

In addition to the Graduate School Admission Requirements, MBA applicants must present a satisfactory score on the Graduate Management Admission Test (GMAT). A minimum score of 450 is recommended. A satisfactory Graduate Record Examination (GRE) score may be accepted instead of the GMAT. Applicants must have achieved an undergraduate grade point average sufficient to demonstrate likely success at the graduate level. A minimum undergraduate GPA of 3.0 is recommended. Greater weight is placed on grades during the last two years of an undergraduate degree program. In addition to the GMAT and undergraduate GPA requirements, MBA applicants must provide three recommendations from professional and/or educational contacts. Recommendations must include both the form and an attached letter. MBA applicants are also required to submit a resume and a personal statement, including professional/personal goals and interest in the MBA program. Interviews are not required, but will be given upon request.

The program encourages applications from students with undergraduate degrees in business and also from those who have completed degrees in other fields. Full-time work experience in a managerial or professional role will be considered in admissions. Higher GMAT scores may offset lower undergraduate grades. Entry into the program is usually by cohort and special criteria may apply for the cohorts. There are no required prerequisite courses, but strong analytical and communications skills are required. A review of undergraduate transcripts, GMAT scores, and classroom performance may lead to requirements for additional courses or training in communications and analysis, including mathematics.

### **Program Description**

The program leading to the Master of Business Administration degree requires the completion of 36 semester hours at the 600 level. Students may also develop a specialization by completing an optional concentration and/or certificate program in one or more of several areas (6-18 hours above the 36-hour core): Health Care Administration Concentration (15 hours); Human Resources Concentration (18 hours); Entrepreneurship Concentration (15 hours); Sales and Marketing Concentration (12 hours); Post Baccalaureate Certificate in Project Management (12 hours).

A minimum average GPA of 3.0 must be met in all MBA core courses to satisfy degree requirements.

### **MBA Core (36 hours)**

- MBA 621 - Leadership and Ethics Credits: 3
- MBA 623 - Accounting: Understanding Performance & Informing Decisions Credits: 3
- MBA 625 - Applied Business Economics Credits: 3
- MBA 627 - Applied Business Statistics Credits: 3
- MBA 629 - Organizational Behavior Credits: 3
- MBA 631 - Human Resource Management Credits: 3
- MBA 633 - Legal and Regulatory Issues in Business Credits: 3
- MBA 635 - Managing Value-Creating Business Operations Credits: 3
- MBA 637 - Financial Management and Valuation Credits: 3
- MBA 639 - Systems for Competitive Advantage Credits: 3

- MBA 641 - Marketing Management Credits: 3
- MBA 643 - Integrative Strategic Management Credits: 3

### **Completion Options**

#### **Concentration in Health Care Administration (15 hours)**

The program leading to the MBA degree with a Concentration in Health Care Administration requires the completion of the 36 semester hour MBA core and 15 semester hours of required Health Sciences concentration 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 630 - Medicare & Medicaid Credits: 3

#### **Concentration in Entrepreneurship (15 hours)**

The program leading to the MBA degree with a concentration in Entrepreneurship requires the completion of the 36 semester hour MBA core and 15 hours of graduate-level Entrepreneurship courses selected with the approval of the Entrepreneurship program Director.

#### **Concentration in Human Resources (18 hours)**

The program leading to the MBA degree with a concentration in Human Resources requires the completion of the 36 semester hour MBA core, 6 semester hours of required Human Resources concentration courses, and 12 semester hours of graduate level human resources courses selected with the approval of the MHR advisor. The required Human Resources concentration courses are:

- HR 605 - Orientation to Human Resources Credits: 3
- HR 610 - Human Resource Development Credits: 3

#### **Concentration in Sales and Marketing (12 hours)**

The program leading to the MBA degree with a concentration in Sales and Marketing requires the completion of the 36 semester hour MBA core and 12 hours of graduate level Sales and Marketing courses selected with the approval of the MBA Director.

#### **Certificate in Project Management (12 hours)**

The program leading to the MBA degree with a certificate in Project Management requires completion of the 36 hour MBA core and completion of the Project Management (Post Baccalaureate Certificate).

### **Construction Management (M.C.M.)**

#### **Program Admission Requirements**

In addition to the Graduate School Admission Requirements, a current resume must be included at the time of application, and at least one letter of recommendation must be submitted; interviews may be requested. Computer literacy is a necessary prerequisite.

## **Program Description**

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. The degree program requires 30 semester hours, consisting of the following online and web-based courses. The degree consists of 18 core credit hours and 12 elective hours. If a student has approved credit for the core courses, any of the 600 level courses can be used as a substitute for the core courses. For example, if a student has credit for a course similar to CM 542, the student could take CM 660 as a substitute.

### **Core requirements (18 hours):**

- CM 500 - Advanced Construction Finance Credits: 3
- CM 503 - Sustainability in Construction Credits: 3
- CM 530 - Advanced Legal Issues in Construction Credits: 3
- CM 542 - Construction Estimating Credits: 3
- CM 554 - Computer Applications in Construction Credits: 3
- CM 562 - Construction Scheduling Credits: 3

### **Construction Management Concentration (12 hours required from the following courses)**

- CM 611 - Advanced Materials and Methods Credits: 3
- CM 621 - Construction Operations and Safety Credits: 3
- CM 656 - Construction Forensics Credits: 3
- CM 653 - Statistics and Applications to Construction Credits: 3
- CM 655 - Advanced Topics in Construction Credits: 3
- CM 657 - Construction Marketing and Development Credits: 3
- CM 659 - Advanced Legal Aspects in Construction Credits: 3

### **Land Development Concentration (12 hours)**

- CM 660 - Land Development I Credits: 3
- CM 661 - Land Development II Credits: 3
- CM 662 - Land Development Finance Credits: 3
- CM 664 - Legal Issues of Land Development Credits: 3

## **College Student Personnel (M.Ed.)**

### **Program Admission Requirements**

In addition to the Graduate School Admission Requirements 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 (GRE), three recommendations from former instructors who are in a position to judge the applicant's aptitude for graduate study, and a written statement of professional goals and interest in the College Student Personnel program and a personal interview are required.

### **Program Description**

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 615 - History of Higher Education in the United States Credits: 3
- CSP 621 - Theories of College Student Development Credits: 3
- CSP 625 - Teaching and Learning Environments in Higher Education 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
- EDHE 650 - Program Development and Evaluation Credits: 3
- EDRS 602 - Methods of Research Credits: 3

**Guided Electives Hours:9**

- COUN 615 - Cross-cultural Counseling Credits: 3
  - COUN 645 - Consultation and Collaboration Credits: 3
  - COUN 650 - Career Development Credits: 3
  - EDHE 531 - Foundations of Adult Education Credits: 3
  - EDHE 605 - The Community College Credits: 3
  - EDHE 670 - Community College Administration Credits: 3
  - EDL 611 - Managing Educational Organizations Credits: 3
  - EDSU 605 - Principles of Supervision Credits: 3
  - PSY 622 - Academic Interventions and Settings Credits: 3
  - SPED 620 - Education in a Diverse Society Credits: 3
- and other advisor-approved courses.*

**Entrepreneurship (M.E.)**

The Master of Entrepreneurship (ME Program) degree is an online program which is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The purpose of the program is to offer students the opportunity to acquire the skills necessary to create a sustainable new venture from an idea or concept that is developed during the course of study.

**To qualify for Regular Admission, applicants are required to:**

- 1) meet the Graduate School Admission Requirements
- 2) complete the Graduate Management Admission Test (GMAT) with a minimum score of 400 or the Graduate Records Examinations (GRE) with an equivalent score;
- 3) have completed a baccalaureate degree from a regionally accredited college or university with 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;

- 4) provide a minimum of three letters of recommendation; and
- 5) interview with the Master of Entrepreneurship Program Director to discuss the applicant's purpose for taking the ME Program and how the applicant will use the degree after graduation.

An applicant who has successfully completed a graduate degree previously does not have to meet the undergraduate grade point average or admissions test requirements.

The Master of Entrepreneurship Program Director will make his or her recommendation to the Graduate School regarding the type of acceptance or denial for each applicant. The Dean of the Graduate School will make the final decision to admit the applicant and he or she will issue a letter of acceptance (Regular, Conditional, or Provisional) or denial.

Applicants may qualify for Conditional Admissions status with the recommendation of the Master of Entrepreneurship Program Director. Conditional Admission status allows the applicant to complete their admissions file (transcripts, recommendation letters, and the GRE/GMAT) by the end of the fall semester. Applicants admitted by the Graduate School with Conditional Admission status are eligible to enroll in fall classes.

The Master of Entrepreneurship Program Director may recommend Provisional Admission status to applicants who do not meet the requirements for Regular Admission. Applicants requesting Provisional Admission status must have earned a baccalaureate degree from a regionally accredited college or university but may have earned a grade point average below that required for Regular Admission or have presented a GRE/GMAT score below the required 400 level. Regular Admission will be granted to applicants who have Provisional Admission status when the applicant completes their first nine hours of course work with a grade point average of 3.0 on a 4.0 scale and who comply with the requirements within the given amount of time as state in the letter of acceptance issued by the Dean of the Graduate School.

Provisional Admissions status into the ME Program shall be limited to those person with significant experience who can make a compelling argument they be considered for Provisional Admission status. In addition to interviewing with the Master of Entrepreneurship Program Director the applicant must prepare and submit an essay explaining how he or she will use the skills learned in the program after graduation, how the applicant's life or business experience will bear on the course of study, and describe how the applicant will persist to complete the ME Program. The essay will be evaluated by the Entrepreneurship faculty and a recommendation will be made to the Master of Entrepreneurship Program Director who in turn will make a recommendation to the Dean of the Graduate School.

### **Program Description**

The Master of Entrepreneurship program requires 30 semester hours:

### **Required Courses**

- ENT 600 - Entrepreneurial Planning Credits: 3
- ENT 601 - Entrepreneurial Innovation Credits: 3
- ENT 610 - Entrepreneurial Creation Credits: 3
- ENT 630 - Entrepreneurial Growth Credits: 3
- ENT 640 - Entrepreneurial Finance Credits: 3
- ENT 645 - Entrepreneurial Marketing Credits: 3
- ENT 650 - Advanced Entrepreneurial Finance Credits: 3
- ENT 660 - Entrepreneurial Strategy - Part 1 Credits: 3
- ENT 670 - Entrepreneurial Strategy - Part 2 Credits: 3
- ENT 655 - Entrepreneurship Credits: 3

## **GPA Requirements**

A minimum average GPA of 3.0 must be met in all courses used to satisfy degree requirements.

## **Health Sciences (M.H.S.)**

### **Program Admission Requirements**

In addition to the Graduate School Admission Requirements, 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 (GRE). Three recommendations from former instructors or employers who are in a position to judge the applicant's aptitude for graduate study, as well as a goal statement, are required as part of the application. More details regarding these requirements (including a copy of the Goal Statement form) may be found online ([www.wcu.edu/1224.asp](http://www.wcu.edu/1224.asp)). Applicants who are admitted to the program must own or have access to a computer with Internet service that meets the minimum guidelines set by the WCU Information Technology division.

### **Program Description**

The Master of Health Sciences degree program requires a minimum of 33 semester hours of approved graduate coursework. The curriculum is composed of three parts: (1) core courses; (2) concentrations in education, environmental health, management, nutrition, and emergency medical care, and (3) completion options of a thesis or a project.

In addition to the academic requirements, students are expected to adhere to the technical and professional standards of the program. For the most up to date information regarding these standards, program suspension, and termination refer to the program's web site at the College of Health and Human Sciences.

### **Core Courses (9 hours)**

- MHS 510 - Systems and Policy in Health Care Credits: 3
- MHS 670 - Biostatistics for Health Sciences Credits: 3
- MHS 675 - Research Methodology in the Health Sciences Credits: 3

### **Concentrations (21 hours)**

#### **Education Option (Distance)**

Choose 15 hours from the following courses:

- MHS 530 - Theoretical Foundations of Public Health Credits: 3
  - MHS 532 - Principles of Clinical Education Credits: 3
  - MHS 534 - Training and Development in Clinical Settings Credits: 3
  - MHS 536 - Educational Technology in Health Sciences Credits: 3
  - MHS 538 - Program Planning and Evaluation in Health Sciences Credits: 3
  - MHS 540 - Health Communications Credits: 3
  - MHS 680 - Directed Independent Study in Health Sciences Credits: 1-3, R6
  - MHS 693 - Special Topics in Health Sciences Credits: 3, R6
- Guided electives: 6 hours chosen from any of the concentrations in the MHS program.*

**Note: MHS 696 Research Seminar in Health Sciences is an elective option in all concentrations.**

### **Emergency Medical Care (EMC) Option (Distance)**

Choose 15 hours from the following courses:

- EMC 520 - EMS Education and Training Credits: 3
- EMC 530 - EMS Response to Community and Public Health Disasters Credits: 3
- EMC 620 - Ethics in EMS Education Credits: 3
- EMC 640 - EMS Quality Improvement in EMS Credits: 3
- EMC 645 - EMS System Design and Operations Credits: 3
- EMC 650 - EMS System Reimbursement and Finance Credits: 3
- EMC 663 - Quantitative Methods for Decision-making Credits: 3

*Guided electives: 6 hours chosen from any of the concentrations in the MHS program.*

**Note: MHS 696 Research Seminar in Health Sciences is an elective option in all concentrations.**

### **Environmental Health Option**

Choose 15 hours from the following courses:

- 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

*Guided electives: 6 hours chosen from any of the concentrations in the MHS program.*

**Note: MHS 696 Research Seminar in Health Sciences is an elective option in all concentrations.**

### **Management Option (Distance)**

Select 15 hours from the following courses:

- MHS 562 - Leadership Strategies for Health Care Organizations Credits: 3
- MHS 564 - Cost Containment/Productivity Management in Healthcare Organizations Credits: 3
- MHS 660 - Health Care Marketing Credits: 3
- MHS 662 - HealthCare Organization–Problem Solving and Decision Making 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

*Guided electives: 6 hours chosen from any of the concentrations in the MHS program.*

**Note: MHS 696 Research Seminar in Health Sciences is an elective option in all concentrations.**

### **Nutrition Option**

American Dietetic Association Internship Option- Completion of the option enables the student to take the American Dietetic Association registration exam and thus become a Registered Dietitian. The coursework includes 1,125 hours of on site 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.

Choose 15 hours from the following courses:

- ND 610 - Nutrition Care for the Older Adult Credits: 3
- ND 630 - Nutrition Throughout the Life Cycle Credits: 3
- ND 633 - Community Nutrition 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 693 - Topics in Nutrition and Food Science Credits: 1-3, R9
- ND 695 - Advanced Nutrition Seminar Credits: 1, R2

*For approved dietetic internship students only:*

- ND 680 - Concepts & Methods of Dietetic Practice 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

*Guided electives: 6 hours chosen from any of the concentrations in the MHS program.*

**Note: MHS 696 Research Seminar in Health Sciences is an elective option in all concentrations.**

### **Completion Options (3 hours)**

Required of all MHS students:

#### **Research Project Option:**

- MHS 698 - Project in Health Sciences Credits: 3, R6

*or Thesis Option:*

- MHS 699 - Thesis Credits: 3, R12

*Additional course (1 hour) for continuing research credit [MHS 779 or MHS 799]*

## **Music (M.M.)**

### **Program Admission Requirements**

In addition to the Graduate School Admission Requirements, 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. Also required is the General Test of the Graduate Record Examinations and three recommendations from former instructors who are in a position to judge the applicant's aptitude for graduate study.

### **Program Description**

The program for the M.M. degree in applied music requires a minimum of 36 semester hours of graduate course work, including:

### **Performance Courses Hours: 14**

Applied Lessons (8 hours) selected from:

- MUS 612 - Applied Major Credits: 2, R8

*or*

- MUS 613 - Applied Major Credits: 3, R9
- MUS 605 - Graduate Recital Credits: 1, R2

*Performance electives (5 hours) selected from the following and including at least one semester of MUS 671, MUS 672 or MUS 673:*

- MUS 515 - Applied Concert Literature Credits: 1,R4
- MUS 671 - Chorus Credits: 1, R4
- MUS 672 - Concert Choir Credits: 1, R4
- MUS 673 - Band Credits: 1-2, R6
- MUS 675 - Small Ensemble Credits: 1, R6
- MUS 679 - Lecture/Recital Credits: 1, R2

*or additional graduate recital (MUS 605)*

### **Music History/Literature/Theory/Analysis Courses Hours: 12**

- MUS 520 - Studies in Music Literature Credits: 3, R9
- MUS 521 - Studies in Musical Analysis Credits: 3, R9

*Two of the following:*

- MUS 525 - Twentieth-Century Music Credits: 3
- MUS 569 - Music in Motion Pictures Credits: 3
- MUS 621 - History of Musical Theory Credits: 3
- MUS 622 - Influences of Folk Traditions on Western Art Music Credits: 3
- MUS 641 - Pedagogy of Music Theory Credits: 3

### **Core Music Courses Program Requirement Hours:1**

- MUS 601 - Writing About Music Credits: 1

### **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.

## **Project Management Degree Program (M.P.M.)**

### **Program Admission Requirements**

In addition to the , Graduate School Admission Requirements, applicants must present a satisfactory score on the Graduate Management Admissions Test (GMAT) or the Graduate Record Examinations (GMAT of 400 or higher - waived if you already have a Master's degree) and an undergraduate GPA of 3.0 on the last 60 credit hours. At least one letter of recommendation as well as a current resume detailing relevant work experience is required with the application; interviews may be requested. Computer literacy is a necessary prerequisite as is experience in project management.

After admission to the program, the following prerequisite courses may be recommended before enrolling in PM 650 - Fundamentals of Project Management:

- PM 500 - Tools for Financial Management
- PM 505 - Introductory Statistics and Microeconomics
- PM 515 - Legal and Ethical Issues

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.

### **Program Description**

The Master of Project Management degree program is an online program designed primarily to assist those involved with project management initiatives. The Master of Project Management degree program requires 36 semester hours, consisting of six 6-semester-hour courses, all of which are online and Web-based.

The program also offers a non-degree certificate: Project Management (Post Baccalaureate Certificate).

### **Degree Program Required Courses**

- PM 650 - Fundamentals of Project Management Credits: 6
- PM 652 - Project Selection and Initiation Credits: 6
- PM 654 - Project Planning Credits: 6
- PM 656 - Project Plan and Implementation Credits: 6
- PM 658 - Project Execution and Closeout Credits: 6
- PM 660 - Advanced Project Management Practices Credits: 6

### **GPA Requirements**

A minimum average GPA of 3.0 must be met in all courses used to satisfy degree requirements.

## **Public Affairs (M.P.A.)**

### **Program Admission Requirements**

In addition to the Graduate School Admission Requirements, applicants should have a B average in their last two years of undergraduate study and must obtain a satisfactory score on the Graduate Record Exam General Test. In addition, all applicants must submit an up-to-date resume and must submit a 1-2 page essay that addresses the following question: "Why do you want to pursue an MPA and a career in public service? In your answer, be sure to discuss how your job, educational and life experiences relate to this goal." Prerequisite work may be required of applicants having an inadequate background for the MPA.

### **Program Description**

The Master of Public Affairs degree program is designed for students who possess professional experience and seek additional education to prepare for career advancement (in-service students) and also for students planning careers in the public service area (preservice students). The program requires each student to complete the Public Affairs core requirements (24 hours), select and complete the requirements for a concentration (9 hours), and up to 6 hours of guided electives for in-service students or 3 hours of guided electives and 3 hours of internship (PA 685) for preservice students.

### **Public Affairs Core (24 hours)**

- PA 669 - Legal Issues in Public Affairs Credits: 3
- PA 670 - Public Affairs Administration Credits: 3

- PA 671 - Public Financial Management 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
- PA 699 - Public Affairs Capstone Experience Credits: 3
- PA 677 - Public Personnel Management Credits: 3

## 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.

## School Administration (M.S.A.)

### Program Admission Requirements

Applicants must:

- hold or be eligible to hold a North Carolina Class A Teaching License or a comparable license from another state,
- have completed at least 3 years of successful full-time teaching or equivalent experience in public schools. Pre-school teachers may include private sector experience,
- document satisfactory scores on the General Test of the Graduate Record Examinations (Verbal = 400 and above; Math = 380 and above; Total = 800; Writing = 4) or the Miller's Analogy Test ( 30th percentile or above) or a doctoral degree from an accredited university in an educationally-related field,
- submit 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 leader. One recommendation must be from the current immediate supervisor.

**Note: Acceptance into the program does not constitute admission to candidacy, which is determined at the end of EDL 601.**

### Program Description

The Masters in School Administration is a 39 hour master's degree leading to licensure in the state of North Carolina as a school principal. This cohort based program engages students in core courses in a proscribed order which generally consists of a course load ranging from 5 to 7 hours. The year-long internship aligns directly with courses and consists of 2 semesters hours across three semesters. Internships are competency based and involve many aspects of a principal responsibilities. A student who cannot complete the required EDL hours in a given semester will be required to petition the faculty to change to a different cohort. The program requires completion of the degree within six years of admission. Degree completion and licensure requirements are coordinated throughout the program but are independently granted. Degree completion does not guarantee licensure recommendation.

### Required Courses

Course requirements for the degree of Master's in School Administration (MSA) requires 39 total hours total. Due to the cohort model, all EDL courses must be taken in the semester designated or the candidate must petition to change cohorts as specified on the program advising website.

- EDRS 612 - Principles and Application of Educational Research Methods Credits: 3

- EDL 612 - School-based Curriculum and Instructional Leadership Credits: 3
- EDL 725 - Research in School Leadership Standards Credits: 1-3
- EDCI 615 - Philosophy, History, and Sociology of Education Credits: 3
- PSY 621 - Advanced Educational Psychology Credits: 3
- EDRS 709 - Educational Testing and Assessment Credits: 3
- EDL 601 - Ethical School Leadership Credits: 1-3, R12
- EDL 602 - Leading School Culture Credits: 1-3, R12
- EDL 786 - School-Site Internship I Credits: 1-4
- EDL 603 - Leadership for Student Learning Credits: 1-3, R12
- EDL 787 - School-Site Internship II Credits: 1-4
- EDL 788 - School-Site Internship III Credits: 1-4
- EDL 604 - Leadership for Continuous School Improvement Credits: 1-3, R12
- EDL 721 - Public School Law Credits: 1-3
- EDL 750 - Educational Human Resource Management Credits: 3
- EDL 714 - Role of School Leaders in Special Education Credits: 1-3

### **Elective Courses**

- EDL 793 - Topics in School Administration Credits: 1-3, R12
- EDL 794 - Topics in School Administration Credits: 1-3
- EDL 730 - School Finance and Business Management Credits: 3  
(2 semester hours)

### **Other Requirements**

Each student admitted to the Master's in School Administration is required to know the material on the program advising website and is responsible for contacting his/her advisor for assistance prior to registering if s/he is not registering.

## **Applied Mathematics (M.S.)**

### **Program Admission Requirements**

In addition to the Graduate School Admission Requirements, applicants must have achieved an average grade of B or higher as defined by the major department in upper-level undergraduate courses in the major. A personal interview may be requested. The General Test of the Graduate Record Examinations (GRE) is required, as are three recommendations from former instructors who are in a position to judge the applicant's aptitude for graduate study.

### **Program Description**

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

### **Required Courses (15 hours)**

- MATH 530 - Mathematical Modeling Credits: 3
- MATH 622 - Introduction to Functional Analysis Credits: 3
- MATH 640 - Numerical Analysis Credits: 3
- MATH 662 - Matrix Analysis Credits: 3
- MATH 672 - Design of Experiments Credits: 3

### **One Course Selected From (3 hours)**

- MATH 624 - Complex Analysis Credits: 3
- MATH 634 - Partial Differential Equations and Boundary Value Problems Credits: 3
- MATH 661 - Algebraic Coding Theory Credits: 3
- MATH 670 - Nonparametric Statistics Credits: 3
- or*
- MATH 693 - Topics in Mathematics Credits: 1-6, R6

### **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, 609, 610, 694; and no more than 6 hours from the sciences, approved by the Department of Mathematics.

### **Thesis**

**Thesis Option:** Students who elect to write a thesis must pass an oral examination in defense of the thesis.

**Non-thesis Option:** Students who elect the non-thesis option must complete a master's project which includes an oral presentation and a written paper.

## **Biochemistry (M.S.)**

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.

## **Biochemistry - Cooperative Ph.D. Program with Bowman Gray School of Medicine (M.S./Ph.D.)**

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.

## **Biology (M.S.)**

### **Program Admission Requirements**

To be eligible for consideration the applicant should have an undergraduate grade point average of 3.00 (out of 4.00) or higher, an undergraduate degree (or equivalent) in Biology or related life science from an accredited College or University and a combined verbal and math GRE score of 1000 for consideration of full admission. Application materials just include a statement of research interest, three letters of reference, official transcripts and GRE score.

### **Program Description**

The program for the M.S. degree in biology requires a minimum of 30 semester hours of graduate study, including three semesters of BIOL 696 and a 3 to 6-hour thesis. An oral defense of the thesis is required, as well as a comprehensive written exam.

## **Chemistry (M.S.)**

### **Program Admission Requirements**

In addition to the Graduate School Admission Requirements, applicants must have achieved an average grade of B or higher as defined by the major department in upper-level undergraduate courses in the major. A personal interview may be requested. The General Test of the Graduate Record Examinations (GRE) is required, as are three recommendations from former instructors who are in a position to judge the applicant's aptitude for graduate study.

### **Program Description**

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

### **Required (30 hours)**

#### **12 hours in the following**

- 3 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

#### **9 hours selected from 3 of the following courses**

- CHEM 535 - Instrumental Analysis II Credits: 3
- CHEM 541 - Advanced Organic Chemistry Credits: 3
- CHEM 553 - Physical Chemistry II Credits: 3
- CHEM 621 - Graduate Inorganic Chemistry Credits: 3

**9 hours in course work approved by the student's research advisory committee.**

### **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
- 3 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

## **Chemistry—Four Plus One (M.S.)**

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

## **Communication Sciences and Disorders (M.S.)**

### **Program Admission Requirements**

In addition to the Graduate School Admission Requirements, applicants must have achieved a B average calculated for the last two years overall. A personal interview may be requested. The General Test of the Graduate Record Examinations (GRE) is required, as are three recommendations from former instructors who are in a position to judge the applicant's aptitude for graduate study.

### **Program Description**

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 400 hours. Experiences will be obtained at on-campus and off-campus locations.

In addition to the academic requirements, students are expected to adhere to the technical and professional standards of the program. For the most up to date information regarding these standards, program suspension, and termination refer to the program's website linked from the College of Health and Human Sciences.

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 (9 hours)**

Three 3-hour guided electives in communication sciences and disorders. Choose one of the following two options:

#### **1. Master's Project**

Two CSD electives (6 hours) in addition to CSD 681 - Independent Study—Master's Project.

#### **2. Thesis**

One CSD elective (3 hours) in addition to six hours of CSD 699 - Thesis

### **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.

## **Counseling, Clinical Mental Health (M.S.)**

### **Program Admission Requirements**

In addition to the Graduate School Admission Requirements, applicants must have achieved an average grade of B or higher as defined by the major department in upper-level undergraduate courses in the major. A personal interview may be requested. The General Test of the Graduate Record Examinations (GRE) is required, as are three recommendations from former instructors who are in a position to judge the applicant's aptitude for graduate study.

### **Program Description**

The program leading to the M.S. degree in clinical mental health 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 - Cross-cultural Counseling Credits: 3
- COUN 625 - Counseling: Developmental Perspectives Credits: 3
- COUN 630 - Theories and Techniques of Counseling Credits: 3
- 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 - Addictions Counseling Credits: 3
- or*
- SOCW 520 - Addictions Credits: 3
- COUN 623 - Introduction to Clinical Mental Health Counseling Credits: 3
- COUN 624 - Clinical Mental Health 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

## **Human Resources (M.S.)**

### **Program Admission Requirements**

In addition to the Graduate School Admission Requirements, a 3.0 overall Undergrad grade point average is required. The General Test of the Graduate Record Examination, including the analytical writing sections, is required. Three recommendations from individuals who are in a position to judge the applicant's aptitude for graduate study is required.

### **Program Description**

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 - Employee and Labor Relations 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 601 - Organization, Planning & Execution for HR Professionals Credits: 3
- HR 613 - Performance Appraisal and Management Credits: 3
- HR 614 - Staffing Credits: 3
- HR 615 - Organization Development Credits: 3
- HR 660 - Talent Management Credits: 3
- HR 662 - Compensation and Benefits Credits: 3
- HR 666 - Legal Issues in Human Resources Credits: 3
- HR 675 - Leadership in Human Resources Credits: 3
- HR 693 - Selected Topics in Human Resources Credits: 3, R12

## **Mathematics or Applied Mathematics—Four Plus One (M.S.)**

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:

- i. 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
- ii. 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.

## **Nursing (M.S.) - Family Nurse Practitioner Concentration**

### **Program Admission Requirements**

In addition to the Graduate School Admission Requirements, applicants for the Master of Science degree in Nursing - Family Nurse Practitioner 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 (combined scores Verbal and Quantitative of 850, a minimum of 400 on the Verbal, and a minimum of 4.0 on the Analytical) 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 also submit three professional references (including one from a current or recent employer), a resume, and a professional statement (details at [www.wcu.edu/1277.asp](http://www.wcu.edu/1277.asp)).

Applicants 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 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.

### **Program Description**

The Master of Science degree in Nursing - 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 50 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.

In addition to the academic requirements, students are expected to adhere to the technical and professional standards of the program. For the most up to date information regarding these standards, program suspension, and termination refer to the program's website linked from the College of Health and Human Sciences.

### **MSN Core for FNP (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

### **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. For more information see Family Nurse Practitioner (Post Master's Certificate) .

### **Nursing (M.S.) - Nurse Anesthesia Concentration**

#### **Program Admission Requirements**

In addition to the Graduate School Admission Requirements , 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. Overall grade point average of 3.0 on a 4.0 scale based on the last 60 hours of undergraduate coursework. 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, general chemistry and research with a "C" or better in each. Three professional references with one being from a current or recent immediate nursing supervisor. A personal interview is also required. 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 a minimum of one year of full-time critical care experience (2,080 hours) within the two years prior to application. These hours exclude time spent in orientation or

work performed in a supervisory role. Patient care must be direct and involve the application of critical thinking skills, independent decision-making, working with vasoactive drugs, ventilators, invasive monitors, interpretation of EKG data, hemodynamic waveforms, and laboratory values. Other valuable experience could include active participation in codes, acute airway management, administration of sedatives and nondepolarizing muscle relaxants. Acceptable critical care units include in order of preference: Surgical, Neuro-Trauma, Cardiothoracic, Cardio Vascular, Medical, Cardiac, Pediatric or Neonatal Intensive Care. Experience that does not apply includes: Emergency Room, flight Nursing, Operating Room, Post-Anesthesia Care Unit, ICU Step-down or transition areas, Radiology/Cath. Lab, Most Medical Coronary Care Units. Selection will be based on the applicant's qualifications including prior success in undergraduate and graduate studies, recency of courses taken (e.g. science coursework less than 5 years old), scholarly accomplishments (publications, research), communication skills, additional certifications (e.g. CCRN), and overall potential for professional growth. Exception to any of the admission requirements will be considered on an individual basis. Meeting minimum requirements for admission does not guarantee acceptance for an interview or enrollment into the competitive graduate program.

Highly qualified applicants may be review and offered early acceptance prior to the application deadline. Classes are typically filled following the application deadline. Pending seat availability, highly qualified applicants may be reviewed and offered admission beyond the application deadline.

**The Spring 2013 application deadline is June 15, 2012. Beginning with the Spring 2014 admission cycle, the application deadline will be May 15 of the prior year.**

To learn more about the admission requirements and application process, please review the CRNA Program Application Packet for spring 2013.

### **Program Description**

The Nurse Anesthesia Program will provide students with academic and clinical experiences that lead to an M.S. 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.

In addition to the academic requirements, students are expected to adhere to the technical and professional standards of the program. For the most up to date information regarding these standards, program suspension, and termination refer to the program's website linked from the College of Health and Human Sciences.

### **MSN Core for Nurse Anesthesia (11-12 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 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 629 - Foundational Sciences for Nurse Anesthesia Credits: 2
- NSG 630 - Advanced Physiology for Nurse Anesthetists Credits: 3
- NSG 631 - Advanced Pathophysiology for Nurse Anesthetists I Credits: 3

- NSG 632 - Advanced 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 - Advanced Anesthesia Pharmacology I Credits: 3
- NSG 662 - Advanced 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 (M.S.) - Nurse Educator Concentration**

### **Program Admission Requirements**

In addition to the Graduate School Admission Requirements, applicants for the Master of Science degree in Nursing - Nurse Educator 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

### **Program Description**

The Master of Science degree in Nursing - 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.

In addition to the academic requirements, students are expected to adhere to the technical and professional standards of the program. For the most up to date information regarding these standards, program suspension, and termination refer to the program's website linked from the College of Health and Human Sciences.

### **MSN Core for NE (16-18 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 603 - Advanced Physical Assessment and Clinical Diagnostics Credits: 2
- 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)**

- MHS 530 - Theoretical Foundations of Public Health Credits: 3
- MHS 668 - Health Care Informatics Credits: 3
- NSG 653 - Test and Measurement 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 622 - Academic Interventions and Settings Credits: 3

### **Nurse Educator (NE) Post Master's 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. or M.S.N.) degree or those with a master's degree in a related discipline. The postgraduate certificate program requires 18 semester hours of study and can be completed in four semesters. For more information see Nurse Educator (Post Master's Certificate)

## **Nursing (M.S.) - Nursing Administration Concentration**

### **Program Admission Requirements**

In addition to the Graduate School Admission Requirements, applicants for the Master of Science degree in Nursing - Nursing Administration 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 in the nursing major. They must present a satisfactory score (combined scores Verbal and Quantitative of 850, a minimum of 400 on the Verbal, and a minimum of 4.0 on the Analytical) 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 also submit three professional references (including one from a current or recent employer), a resume, and a professional statement (details at [www.wcu.edu/1277.asp](http://www.wcu.edu/1277.asp)).

Applicants 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 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.

## Program Description

The Master of Science (M.S.) degree in Nursing - Nursing Administration, prepares nurses in an advanced practice role with competencies in Health Systems Management, Nursing Leadership and Financial Management. The Master's of Science in Nursing - Nursing Administration track is a 2-year program consisting of 40-41 semester hours. The total number of hours depends on whether the thesis option is selected. This program prepares the nurse administrator to address the health care disparities within diverse populations. All courses except practicums are taught online, and practicum courses are arranged with a preceptor in a medically underserved location or with a culturally diverse population.

In addition to the academic requirements, students are expected to adhere to the technical and professional standards of the program. For the most up to date information regarding these standards, program suspension, and termination refer to the program's website linked from the College of Health and Human Sciences.

## M.S. in Nursing Core

- 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 679 - Research Project Credits: 1-2, R6
- or
- NSG 699 - Thesis Credits: 1-3, R6

## Nursing Administration Concentration

- NSG 644 - Health Care Systems Management in Nursing Administration Credits: 3
- NSG 645 - Cultural Competence in Nursing Administration Credits: 2
- NSG 646 - Communication and Leadership in Nursing Administration Credits: 4  
(includes 40 contact hours of practicum experience with preceptor)
- NSG 647 - Outcomes Measurement in Nursing Administration Credits: 2
- NSG 648 - Nursing Administration in Healthcare Organizations Credits: 3
- NSG 649 - Financial Management in Nursing Administration Credits: 3
- NSG 650 - Legal and Health Policy Aspects of Nursing Administration Credits: 2
- NSG 654 - Nursing Informatics Credits: 3
- NSG 655 - Ethics in Nursing Administration Credits: 2
- NSG 656 - Management of Human Resources in Nursing Credits: 2
- NSG 783 - Practicum in Nursing Administration Credits: 3 hours practicum – 180 contact hours

## Technology (M.S.)

### Program Admission Requirements

The Master of Science in Technology program advances the student's understanding of technology in the modern manufacturing workplace. Applicants must hold a bachelor's degree in an engineering, engineering technology, or a closely related program, with a GPA in the major greater than or equal to 3.00. Prerequisites for admission to the program for graduates of other curricula include a minimum of 60 hours of undergraduate work spread over four different technical or engineering areas. In addition to the Graduate School Admission Requirements, the General Test of the Graduate Record Examinations (GRE) is required. The GRE requirement may be waived if the applicant: 1) possesses a minimum of three years U.S. work experience, 2) has an undergraduate overall GPA of 3.25/4.0, and 3) applies for a non-thesis option without graduate assistantship consideration. Three recommendations from former instructors who are in a position to judge the applicant's aptitude for graduate study are required.

Students must demonstrate computer competency prior to completion of six hours of the program. Students who lack experience must complete an advisor-approved computer class, which is in addition to the MST program hours.

### **Program Description**

Requirements for the M.S. degree in technology include a minimum of 30 semester hours distributed over core requirements, directed project, professional writing, and applied electives. Thesis option requires an additional 6 semester hours in thesis. Non-thesis option students must pass the comprehension exam in addition to the 30-hour course work.

### **Technology Core**

(Students must be taken a minimum of 9 credits from this category.)

- ET 570 - Advanced Digital Communications Credits: 3
- ET 603 - Applied Research Methods and Experimental Design Credits: 3
- ET 641 - Quality Assurance Credits: 3
- ET 642 - Automation Systems Credits: 3
- ET 643 - Advanced Parametric Modeling and Design Credits: 3
- ET 644 - Advanced Digital Signal Processing Credits: 3
- ET 645 - Random Variables, Signals and Waveforms Credits: 3

### **Directed Project (3 hours)**

- ET 688 - Directed Project Credits: 1-3, R6

### **Professional Writing (3 hours)**

- ENGL 501 - Writing for Careers Credits: 3  
*or*
- ENGL 605 - Technical Writing for Business and Industry Credits: 3

### **Support Areas (6 hours)**

6 semester hours from business, including courses with MGT, ECON and FIN prefixes or a MATH prefix. Course selections must be approved by the graduate program director.

### **Applied Electives (9 hours)**

9 hours selected from (if more than 9 credits are taken in the Technical Core category, excessive credits will be considered as Applied Electives):

- approved electives by the program director
  
- 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 570 - Advanced Digital Communications Credits: 3
- ET 575 - Systems Integration and Management Credits: 3
- ET 593 - Topics in Engineering Technology Credits: 1-3, R6
- ET 603 - Applied Research Methods and Experimental Design Credits: 3
- ET 641 - Quality Assurance Credits: 3
- ET 642 - Automation Systems Credits: 3
- ET 643 - Advanced Parametric Modeling and Design Credits: 3
- ET 644 - Advanced Digital Signal Processing Credits: 3
- ET 645 - Random Variables, Signals and Waveforms 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 (0 hours)**

Successful performance on a comprehensive examination, written and/or oral as determined by the department is also required. Students must register for ET 698 during their last semester of study.

### **Thesis Option (6 hours)**

- ET 699 - Thesis Credits: 3, R6

## **Social Work (M.S.W.)**

### **Program Admission Requirements**

In addition to the Graduate School Admission Requirements, 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. Students must be accepted into the MSW program to enroll in the required MSW courses.

### **Program Description**

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 54-60 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.

In addition to the academic requirements, students are expected to adhere to the technical and professional standards of the program. For the most up to date information regarding these standards, program suspension, and termination refer to the program's web site at the College of Health and Human Sciences.

Completion of the following coursework and successful performance in the field practicum are required for graduation. The required courses include SOCW 504, SOCW 534, SOCW 535, SOCW 551, SOCW 553, SOCW 562, SOCW 564, SOCW 586, SOCW 627, SOCW 635, SOCW 664, SOCW 673, SOCW 686, and SOCW 687.

## **Year One:**

### **Fall Semester:**

- SOCW 504 - Diversity Credits: 3
- SOCW 534 - Human Behavior in the Social Environment Credits: 3
- SOCW 551 - Social Policy Credits: 3
- SOCW 553 - Foundations of Social Work Practice Credits: 3
- SOCW 562 - Direct Practice with Individuals, Families & Groups Credits: 3

### **Spring Semester:**

One Social Work Elective (Credits: 3) in addition to:

- SOCW 564 - Generalist Practice: Communities and Organizations Credits: 3
- SOCW 586 - Foundations Field Practicum Credits: 6

## **Year Two:**

### **Fall Semester:**

SOCW Elective Credits: 3

- SOCW 635 - Research II Credits: 3
- SOCW 673 - Rural Community Advocacy Credits: 3
- SOCW 686 - Advanced Field Practicum and Integrative Seminar I Credits: 6

### **Spring Semester**

SOCW Elective Credits: 3

- SOCW 627 - Advanced Social Work Practice With Individuals, Families and Groups Credits: 3
- SOCW 664 - Management in Human Service Organizations Credits: 3
- SOCW 687 - Advanced Field Practicum and Integrative Seminar II Credits: 6

### **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 522 - Methods of Substance Abuse Treatment Credits: 3
- SOCW 524 - Cultural Competence in Substance Abuse Practice Credits: 3
- SOCW 525 - Science of Addiction Credits: 3
- SOCW 526 - Child Welfare Credits: 3
- SOCW 529 - Social Work With Older Adults Credits: 3
- SOCW 545 - International Social Welfare Credits: 3
- SOCW 594 - Topics in Social Work Credits: 1-3, R9
- SOCW 682 - Research Project in Social Work Credits: 3, R6  
*Other advisor-approved courses*

### **Social Work Advanced Standing Program**

The advanced standing program allows a small number of exceptional students with earned bachelor's degrees in social work from a CSWE accredited program to complete their MSW degree in one year instead of two by waiving the first year foundation requirements. Students applying for this option must demonstrate their readiness to function at the level of a second year MSW student. Acceptance into the Advanced Standing Program is not automatic, and admission to the program will be competitive. NOTE: Graduating with an undergraduate degree in social work within the five year limit does not prevent interested applicants from admission to the regular program of study.

The Advanced Standing Program is comprised of the concentration year courses (30 credit hours) plus three credits of a summer preparation course (SOCW 653 - Advanced Standing Bridge Course). Upon successful completion of the summer term with an earned grade of "B" or above, students will join the ongoing MSW class and enroll in the second year of the regular MSW program. Part-time status in the advanced standing program is not an option.

### **Substance Abuse Studies Certificate Program**

The Department of Social Work also offers a 12-credit-hour Substance Abuse Studies (Post Baccalaureate Certificate) for students who are enrolled in the MSW program or who hold an MSW from WCU. The courses in the certificate program will also be open as elective courses to graduate students who are not in the certificate program providing there is room. Courses may be applied towards licensure or certification in substance abuse practice at a later date.

### **Cherokee Studies Interdisciplinary Certificate (Post Baccalaureate Certificate)**

A 15 hour graduate certificate offering an interdisciplinary option for students seeking expertise in Native American studies.

#### **Required (6 hours)**

- ASI 634 - Methods, Theories and Critiques in Cherokee Studies Credits: 3
- ASI 697 - Cherokee Studies Research Seminar Credits: 3

#### **Electives**

9 hours from the following courses (or courses approved by program director or advisor):

- ANTH 531 - North American Prehistory Credits: 3
- ANTH 540 - Archaeological Field Techniques Credits: 3
- ANTH 541 - Archaeological Problems and Analyses Credits: 3
- ANTH 561 - Indians of North America Credits: 3
- ANTH 573 - Contemporary Cherokee Culture and Society Credits: 3
- ASI 594 - Topics in Cherokee Studies Credits: 3, R6
- ENGL 564 - Native American Literature Credits: 3
- HIST 545 - Cherokee History Credits: 3

### **Construction Management Land Development (Post Baccalaureate Certificate)**

The post baccalaureate graduate certificate in Construction Management with a land development concentration is designed for anyone interested in learning about the land development business and process. Candidates for the post baccalaureate graduate certificate in Construction Management concentrating in land development must have completed a baccalaureate degree from a regionally accredited institution with an acceptable grade point average. The GMAT or GRE is not required for admission. The post baccalaureate graduate certificate in Construction Management

with a concentration in land development will be awarded upon successful completion of the following courses. However, if a student has completed the MCM degrees in the non-land development track, students would complete CM 500 and CM 530 as part of the MCM degree. Students who completed the MCM degrees prior to fall of 2011 and have credit for CM 659 are not required to take CM 530. In these cases students would only be required to take the remaining four or five courses for the certificate.

**Required Courses:**

- CM 500 - Advanced Construction Finance Credits: 3
- CM 530 - Advanced Legal Issues in Construction Credits: 3
- CM 660 - Land Development I Credits: 3
- CM 661 - Land Development II Credits: 3
- CM 662 - Land Development Finance Credits: 3
- CM 664 - Legal Issues of Land Development Credits: 3

**Culturally Based Native Health (Post Baccalaureate Certificate)**

**Program Admission Requirements:** Same as Graduate School Admission Requirements.

**Program Description:** The Culturally-Based Native Health Program is a collaborative initiative between Western Carolina University, the Eastern Band of Cherokee Indians, and Wake Forest University. Our mission is to provide a culturally oriented approach to training for health professionals serving Native peoples, grounded in a tribal community, and integrated into the core of the University. This is an interdisciplinary graduate certificate program in Culturally-Based Native Health and requires 12 credit hours. As an interdisciplinary program, this certificate is not intended as transitional to a master's degree.

**Required Courses:**

- NAS 570 - Cherokee Culture and History Credits: 3
- NAS 574 - Issues in Indian Health Credits: 3

**Elective Courses:**

- NAS 552 - The Roots of Health Disparities in Native American Populations Credits: 3
- NAS 571 - Indigenous and Western Psychologies Credits: 3
- NAS 572 - Healing the Wounded Native Child Credits: 3
- NAS 576 - American Indian Tobacco and Substance Credits: 3

**Family Nurse Practitioner (Post Master's Certificate)**

**Program Admission Requirements**

In addition to the Graduate School Admission Requirements for certificate programs, applicants must meet admission requirements as outlined in the Master of Science Nursing (M.S.) - Family Nurse Practitioner Concentration program. In addition, applicants must have graduated from a nationally accredited masters program in nursing. The GRE score requirement is waived.

**Program Description**

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.

In addition to the academic requirements, students are expected to adhere to the technical and professional standards of the program. For the most up to date information regarding these standards, program suspension, and termination refer to the program's web site at the College of Health and Human Sciences.

### **FNP Certificate Core (28 hours)**

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

## **Middle Grades Language Arts Certificate (Post Baccalaureate Certificate)**

The Middle Grades Post-Baccalaureate Certificate Program in Language Arts provides an opportunity to pursue initial licensure in North Carolina while completing the Professional Education sequence in Language Arts. Receipt of the certificate alone requires the completion of 27 graduate credit hours in the Professional Education sequence for Language Arts. Receipt of the certificate and initial licensure in North Carolina requires the completion of 27 graduate credit hours in the Professional Education sequence for Language Arts, plus the completion of 24 hours in the Language Arts content area courses. Completion of the Educators' Professional Beliefs about Diversity survey and the M5336 Personality Inventory survey is required for admission into the certificate program.

To be eligible for licensure, students must maintain a 2.75 GPA or better in the content area courses. However, to receive the certificate, students must have a 3.0 GPA upon completion of the Professional Education sequence courses. A student will be dismissed from the program if the student's GPA falls below 2.75. In order to be considered for readmission to the program, the student must improve their GPA before reapplying. If a student does not successfully complete internship the student may be dismissed from the program and will be ineligible for licensure.

The Professional Education sequence courses for the Language Arts content area are as follows:

### **Middle Grades Language Arts (Grades 6-9)**

Concentration, Teaching Methods, and Clinical Experiences (27 hours)

- EDMG 510 - Middle School Curriculum and Instruction Credits: 3

- EDMG 520 - Responsive Assessment and Instruction Credits: 3
- PSY 622 - Academic Interventions and Settings Credits: 3
- SPED 639 - Teaching Exceptional Learners in Inclusive Classrooms Credits: 3
- EDRD 543 - Middle Grades Reading Credits: 3
- EDMG 515 - Advanced Language Arts Methods Grade 6-9 Credits: 3
- EDMG 587 - Internship Seminar Credits: 3
- EDMG 589 - Internship in Middle Grades Credits: 6

### **Middle Grades Mathematics Certificate (Post Baccalaureate Certificate)**

The Middle Grades Post-Baccalaureate Certificate Program in Mathematics provides an opportunity to pursue initial licensure in North Carolina in Mathematics while completing the Professional Education sequence in Mathematics. Receipt of the certificate alone requires the completion of 27 graduate credit hours in the Professional Education sequence for Mathematics. Receipt of the certificate and initial licensure in North Carolina requires the completion of 27 graduate credit hours in the Professional Education sequence for Mathematics, plus the completion of 24 hours in Mathematics content area courses. Completion of the Educators' Professional Beliefs about Diversity survey and the M5336 Personality Inventory survey is required for admission into the certificate program.

To be eligible for licensure, students must maintain a 2.75 GPA or better in the content area courses. However, to receive the certificate, students must have a 3.0 GPA upon completion of the Professional Education sequence courses. A student will be dismissed from the program if the student's GPA falls below 2.75. In order to be considered for readmission to the program, the student must improve their GPA before reapplying. If a student does not successfully complete internship the student may be dismissed from the program and will be ineligible for licensure.

The Professional Education sequence courses for the Mathematics content area are as follows:

#### **Middle Grades Mathematics (Grades 6-9)**

Concentration, Teaching Methods, and Clinical Experiences (27 hours)

- EDMG 510 - Middle School Curriculum and Instruction Credits: 3
- EDMG 520 - Responsive Assessment and Instruction Credits: 3
- PSY 622 - Academic Interventions and Settings Credits: 3
- SPED 639 - Teaching Exceptional Learners in Inclusive Classrooms Credits: 3
- EDRD 543 - Middle Grades Reading Credits: 3
- EDMG 519 - Advanced Mathematics Methods Grades 6-9 Credits: 3
- EDMG 587 - Internship Seminar Credits: 3
- EDMG 589 - Internship in Middle Grades Credits: 6

### **Middle Grades Science Certificate (Post Baccalaureate Certificate)**

The Middle Grades Post-Baccalaureate Certificate Program in Science provides an opportunity to pursue initial licensure in North Carolina in Science while completing the Professional Education sequence in Science. Receipt of the certificate alone requires the completion of 27 graduate credit hours in the Professional Education sequence for Science. Receipt of the certificate and initial licensure in North Carolina requires the completion of 27 graduate credit hours in the Professional Education sequence for Science, plus the completion of 24 hours in the Science content area courses. Completion of the Educators' Professional Beliefs about Diversity survey and the M5336 Personality Inventory survey is required for admission into the certificate program.

To be eligible for licensure, students must maintain a 2.75 GPA or better in the content area courses. However, to receive the certificate, students must have a 3.0 GPA upon completion of the Professional Education sequence courses. A student will be dismissed from the program if the student's GPA falls below 2.75. In order to be considered

for readmission to the program, the student must improve their GPA before reapplying. If a student does not successfully complete internship the student may be dismissed from the program and will be ineligible for licensure.

The Professional Education sequence courses for the Science content area are as follows:

### **Middle Grades Science (Grades 6-9)**

Concentration, Teaching Methods, and Clinical Experiences (27 hours)

- EDMG 510 - Middle School Curriculum and Instruction Credits: 3
- EDMG 520 - Responsive Assessment and Instruction Credits: 3
- PSY 622 - Academic Interventions and Settings Credits: 3
- SPED 639 - Teaching Exceptional Learners in Inclusive Classrooms Credits: 3
- EDRD 543 - Middle Grades Reading Credits: 3
- EDMG 516 - Science Methods Grades 6-9 Credits: 3
- EDMG 587 - Internship Seminar Credits: 3
- EDMG 589 - Internship in Middle Grades Credits: 6

### **Middle Grades Social Sciences Certificate (Post Baccalaureate Certificate)**

The Middle Grades Post-Baccalaureate Certificate Program in Social Sciences provides an opportunity to pursue initial licensure in North Carolina while completing the Professional Education sequence in Social Sciences. Receipt of the certificate alone requires the completion of 27 graduate credit hours in the Professional Education sequence for Social Sciences. Receipt of the certificate and initial licensure in North Carolina requires the completion of 27 graduate credit hours in the Professional Education sequence for Social Sciences, plus the completion of 24 hours in the Social Sciences content area courses. Completion of the Educators' Professional Beliefs about Diversity survey and the M5336 Personality Inventory survey is required for admission into the certificate program.

To be eligible for licensure, students must maintain a 2.75 GPA or better in the content area courses. However, to receive the certificate, students must have a 3.0 GPA upon completion of the Professional Education sequence courses. A student will be dismissed from the program if the student's GPA falls below 2.75. In order to be considered for readmission to the program, the student must improve their GPA before reapplying. If a student does not successfully complete internship the student may be dismissed from the program and will be ineligible for licensure.

The Professional Education sequence courses for the Social Sciences content area are as follows:

### **Middle Grades Social Sciences (Grades 6-9)**

Concentration, Teaching Methods, and Clinical Experiences (27 hours)

- EDMG 510 - Middle School Curriculum and Instruction Credits: 3
- EDMG 520 - Responsive Assessment and Instruction Credits: 3
- PSY 622 - Academic Interventions and Settings Credits: 3
- SPED 639 - Teaching Exceptional Learners in Inclusive Classrooms Credits: 3
- EDRD 543 - Middle Grades Reading Credits: 3
- EDMG 517 - Advanced Social Studies Methods Grades 6-9 Credits: 3
- EDMG 587 - Internship Seminar Credits: 3
- EDMG 589 - Internship in Middle Grades Credits: 6

## **Music Education, Certificate**

Post-Baccalaureate Certificate in Music Education

### **Program Admission Requirements:**

Same as Graduate School Admission Requirements. In addition, applicants must:

- Audition and/or interview for the School of Music.
- Have an undergraduate degree in music from an accredited institution with a 2.85 GPA in the last 60 hours of undergraduate course work.
- Document basic keyboard proficiency.

### **Program Description:**

This Post-Baccalaureate Certificate program is designed for students who have completed a non-teaching undergraduate degree in Music, but who now desire to pursue careers as public school music teachers. Depending on course scheduling and the number of undergraduate pre-requisite courses that may be required, the program may be completed in 1-3 semesters followed by a semester of student teaching. Completion of the Post-Baccalaureate Certificate in Music Education leads to recommendation for initial North Carolina teaching licensure.

Based on an assessment of candidate's undergraduate coursework, applicants may be required to take one or more of the following undergraduate courses (these may be taken concurrently with graduate-level coursework):

- EDCI 201 Teacher Leader in a Diverse Society (3)
- MUS 168 String Class (1)
- MUS 258 Diction For Singers I (1)
- MUS 259 Diction For Singers II (2)
- MUS 272 Percussion Methods (1)
- MUS 283 Music Technology Methods (1)
- MUS 311 Pedagogy of Brass Instruments (2)
- MUS 312 Pedagogy of Woodwind Instruments (2)
- MUS 323 Music in the Elementary School (2)
- MUS 324 Music in the Middle School (2)
- MUS 326 Instrumental Methods and Materials (3)
- MUS 327 Choral Methods and Materials (3)
- MUS 329 Fundamentals of Conducting (2)
- MUS 428 Choral Conducting (2)
- MUS 429 Instrumental Conducting (2)
- MUS 470 Orchestration and Arranging (2)

For undergraduate course descriptions and more information visit <http://catalog.wcu.edu/>.

The program requires a minimum of 21 hours of graduate-level coursework; distributed as follows:

### **Required Core Courses (15 hours):**

- EDCI 617 - Methods and Practices for Teaching in Content Areas Credits: 3
- EDCI 689 - Internship in Secondary Education and Special Subjects Areas Credits: 3, 6 or 9, R12
- EDCI 695 - Seminar in Reflective Practice in Teaching Credits: 3
- PSY 621 - Advanced Educational Psychology Credits: 3

- SPED 620 - Education in a Diverse Society Credits: 3

**Music Education Electives (choose one; 3 hours):**

- MUS 640 - Seminar in Music Pedagogy Credits: 3, R6
- MUS 641 - Pedagogy of Music Theory Credits: 3
- MUS 695 - Music Education Seminar Credits: 3

**Capstone Course (3 hours):**

- MUS 689 - Internship in Secondary Education (Music) Credits: 3, 6 or 9, R12

**General Requirements:**

Students in the certificate program must maintain a minimum GPA of 3.0 in all graduate certificate coursework.

NOTE: Students who complete this program may re-apply to the Graduate School and the School of Music for admission into the MAEd program. Graduate-level coursework for this certificate may be applied to the MAEd, making it possible to complete the MAEd in only on additional year.

**Nurse Educator (Post Master's Certificate)**

The Nurse Educator post master's certificate is available for those students who have earned a Master of Science in Nursing (M.S. or M.S.N.) degree or those with a master's degree in a related discipline. The postgraduate certificate program requires 18 semester hours of study and can be completed in four semesters.

**NE Certificate Core**

- NSG 651 - Teaching/Learning in Nursing Education Credits: 3
- NSG 652 - Curriculum Development Credits: 3
- NSG 687 - Practicum in Nursing Education Credits: 3

**NE Certificate Cognate**

- MHS 530 - Theoretical Foundations of Public Health Credits: 3
- NSG 653 - Test and Measurement Credits: 3
- NSG 654 - Nursing Informatics Credits: 3

**Professional Writing (Post Baccalaureate Certificate)**

**Program Admission Requirements:** Same as Graduate School Admission Requirements. Completion of certificate coursework while pursuing an MA in English with a concentration in Professional Writing does not automatically count towards a certificate. Students must apply and be accepted into the certificate program in order for the certificate to be conferred upon completion of coursework.

**Program Description:** The Post-Baccalaureate 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. 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. The program requires 15 hours of course work:

**Required Core Course:**

- ENGL 603 - Writing for the Marketplace Credits: 3

**Electives**

9 hours selected from either the creative track, the professional writing track, or a combination of both:

- ENGL 604 - Writing for Electronic Environments Credits: 3
- ENGL 605 - Technical Writing for Business and Industry Credits: 3
- ENGL 606 - Nonfiction Writing Credits: 3
- ENGL 607 - Breaking into Publishing Credits: 3
- ENGL 608 - Fiction Writing Credits: 3
- ENGL 609 - Poetry Writing Credits: 3
- ENGL 501 - Writing for Careers Credits: 3

**Capstone Course:**

- ENGL 589 - Co-op: Writing and Editing Credits: 3, R6

**Project Management (Post Baccalaureate Certificate)**

The Post-Baccalaureate Graduate Certificate in Project Management is designed for anyone interested in learning about the profession of project management and the contributions project managers make in leading project teams to accomplish organizational objectives. Prior work experience or experience on project teams would not be required. Candidates for the Post-Baccalaureate Graduate Certificate in Project Management must have completed at least a baccalaureate degree from a regionally accredited institution and have a B or better grade point average. The GMAT is not required for admission. If a student desires to continue study in the M.P.M. degree program <http://www.wcu.edu/7142.asp> after completing the certificate program, and the student meets the admission requirements for the M.P.M. program, at the discretion of the Program Director, the student will be given credit for the PM 650 introductory core course in MPM program.

The Post-Baccalaureate Graduate Certificate in Project Management will be awarded upon successful completion of the following four courses:

**Required**

- PMC 610 - Project Planning and Estimating Credits: 3
- PMC 620 - Project Schedule, Risk and Contracts Credits: 3
- PMC 630 - Project Change Management Credits: 3
- PMC 640 - Managing Enterprise Projects Credits: 3

**Public School Leadership (Post Master's Certificate)**

**Program Admission Requirements:**

Applicants must:

- have completed a Master's degree in Education or a related field from an accredited institution.
- hold or be eligible to hold a North Carolina A teaching license or a comparable license for another state.
- have completed at least 3 years of successful full-time teaching or equivalent experience in public schools. Pre-school teachers may include private sector experience.
- document satisfactory scores on the General Test of the Graduate Record Examinations (Verbal = 400 and above; Math = 380 and above; Total = 800; Writing = 4) or the Miller's Analogy Test (30th percentile or above) or a doctoral degree from an accredited university in an educationally-related field.
- submit 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 leader. One recommendation must be from the current immediate supervisor.
- have completed (or take) graduate courses in research, curriculum, educational foundations and advanced psychology as part of their master's degree program. These courses, if taken in the master's degree, must be approved at admission by completion of "Transfer of Credit from another University" form.

**Note: Acceptance into the program does not constitute admission to candidacy, which is determined at the end of EDL 601.**

### **Program Description:**

The certificate in Public School Leadership is a 24 hour post-master's graduate certificate program leading to licensure in the state of North Carolina as a school principal (Principal Add-On License). This cohort based program engages students in core courses in a proscribed order, which generally consists of a course load ranging from 5 to 7 hours. The year long internship aligns directly with courses and consists of 2 semester hours across three semesters. Internships are competency based and involve many aspects of a principal's responsibilities. A student who cannot complete the required EDL hours in a given semester will be required to petition the faculty to change to a different cohort. The program requires completion of the certificate within 6 years of admission. Certificate and licensure requirements are coordinated throughout the program but are independently granted. Certificate completion does not guarantee licensure recommendation.

### **Required Courses**

Course requirements for recommendation of the Add-on license certificate in School Administration (Principal) requires 24 hours total. Due to the cohort model, all EDL courses must be taken in the semester designated or the candidate must petition to change cohorts as specified on the program advising website.

- EDL 701 - Ethical School Leadership Credits: (3)
- EDL 702 - Leading School Culture Credits:
- EDL 703 - Leadership for Student Learning Credits: (3)
- EDL 704 - Leadership for Continuous School Improvement Credits: (3)
- EDL 714 - Role of School Leaders in Special Education Credits: 1-3
- EDL 721 - Public School Law Credits: 1-3
- EDL 750 - Educational Human Resource Management Credits: 3
- EDL 786 - School-Site Internship I Credits: 1-4
- EDL 787 - School-Site Internship II Credits: 1-4
- EDL 788 - School-Site Internship III Credits: 1-4
- EDRS 709 - Educational Testing and Assessment Credits: 3

### **Other Requirements:**

Each student admitted to the Post Masters Certificate in Public School Leadership is required to know the material on the program advising website and is responsible to contact his/her advisor for assistance prior to registering.

## **Substance Abuse Studies (Post Baccalaureate Certificate)**

### **Certificate Program Admission Requirements**

In addition to Graduate School Admission Requirements for certificate programs, the Substance Abuse Studies certificate program requires applicants to be currently enrolled in the Social Work (M.S.W.) program at WCU or have earned an MSW from WCU.

Only students currently admitted into the MSW program at WCU or who have completed the MSW program at WCU are eligible for admission into the Substance Abuse Studies Certificate Program. Admission is not guaranteed. Contact the current MSW program director to request admission to the Substance Abuse Studies Certificate Program.

Courses in the certificate program will also be open as elective courses to graduate students who are not in the certificate program providing there is room.

### **Program Description**

The Department of Social Work offers a Substance Abuse Studies certificate program (12 credit hours) for students who are enrolled in the MSW program or who hold an MSW from WCU. Courses may be applied towards licensure or certification in substance abuse practice at a later date. Four courses (3 credit hours each) will be taught as part of the substance abuse studies certificate program for a total of 12 credit hours.

In addition to the four required courses, other requirements include:

- Complete an 18 hour workshop.
- Complete the concentration field practicum in a substance abuse practice area. The MSW at WCU requires a field practicum (SOCW 686/687). Substance Abuse Studies certificate students must complete this field practicum in a substance abuse practice area.
- Receive clinical supervision from a certified clinical substance abuse supervisor/intern.

In addition to the academic requirements, students are expected to adhere to the technical and professional standards of the program. For the most up to date information regarding these standards, program suspension, and termination refer to the program's web site at the College of Health and Human Sciences.

### **Required Courses**

- SOCW 520 - Addictions Credits: 3
- SOCW 522 - Methods of Substance Abuse Treatment Credits: 3
- SOCW 524 - Cultural Competence in Substance Abuse Practice Credits: 3
- SOCW 525 - Science of Addiction Credits: 3

## **TESOL (Post Baccalaureate Certificate)**

**Program Admission Requirements:** Same as Graduate School Admission Requirements.

**Program Description:** 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 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.

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 teaching licensure.

## **Psychology (S.S.P.)**

### Program Admission Requirements

In addition to the Graduate School Admission Requirements, a B average calculated for the two years of undergraduate work is required as well as a satisfactory score on the General Test of the Graduate Record Examinations (GRE). A personal statement is required and a personal interview will be requested. Three recommendations for former instructors who are in a position to judge the applicant's aptitude for graduate study need to be provided. A Master's Degree is not required for entrance into this program.

### Program Description

The school psychology program is a terminal degree program that requires the completion of 72 semester hours and no masters degree is obtained on the way to earning the Specialist in School Psychology degree. The program includes two practica (7 hours total), a year-long internship (12 hours total) and the completion of a thesis (6 hours total). Successful completion of the program, including passing the Praxis II exam and requirements related to licensure, will lead to recommendation for Level II licensure and National Certification as a School Psychologist (NCSP).

### **School Psychology Hours: 72**

- PSY 548 - Human Neuropsychology Credits: 3
- PSY 622 - Academic Interventions and Settings Credits: 3
- PSY 623 - School-Based Consultation Credits: 3
- PSY 624 - Child and Adolescent Development Credits: 3
- PSY 651 - Advanced Research Methods: Statistics Credits: 4
- 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
- PSY 695 - Advanced Professional Issues Credits: 3
- PSY 697 - Seminar: Behavioral/Emotional Evaluation of Children and Adolescents Credits: 3
- PSY 699 - Thesis Credits: 3, R6

## **Physical Therapy (D.P.T.)**

**Total number of hours for program: 111.**

### **Program Admission Requirements**

Applicants for the physical therapy program are required to complete the Graduate School application, pay the application fee and submit official scores from the Graduate Record Examination (GRE) through the Graduate School's online process, "Apply Yourself". In addition, applicants must apply through the Physical Therapy Central Application Service (PTCAS). The PTCAS requires that applicants list all undergraduate and graduate courses and verify with an official transcript; submit an essay on a specific topic; and list three references who will be expected to submit a reference online.

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. In addition, applicants must have completed the following courses prior to admission: 6-8 semester hours of human anatomy and human 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. Applicants must have successfully completed all outstanding pre-requisite courses prior to enrolling in physical therapy courses. Pre-requisite coursework (with the exception of social sciences) must have been completed within the last 7 years prior to the projected enrollment date. The department accepts only full-time students. All accepted students are required to have a criminal background check completed consistent with policy and procedures established by the college of Health and Human Sciences.

### **Program Description**

The Doctor of Physical Therapy degree program requires a minimum of 111 hours of approved coursework, including at least 34 full-time clinical practicum experiences. The curriculum consists of basic sciences, physical therapy sciences, scientific inquiry, clinical logic, and clinical practicum experiences.

In addition to the academic requirements, students are expected to adhere to the technical and professional standards of the program. For the most up to date information regarding these standards, program suspension, and terminations refer to the program's website at the College of Health and Human Services.

Completion of the following coursework and successful performance on a comprehensive examination are required for graduation. The program is structured as a lockstep full-time curriculum that is 33 months in length. Regardless of the circumstances, the program must be completed within 6 years.

### **Year One**

#### **Fall Semester**

- PT 811 - Physical Therapy Science I Credits: 3 SH
- PT 821 - Human Anatomy I Credits: 3 SH
- PT 823 - Clinical Biomechanics I Credits: 4 (3 lecture 2 lab)
- PT 831 - Exercise Physiology Credits: 3 SH
- PT 841 - Research Methods and Statistics I Credits: 2
- PT 895 - Professional Practice I Credits: 2 SH

#### **Spring Semester**

- PT 812 - Physical Therapy Science II Credits: 4 SH
- PT 822 - Human Anatomy II Credits: 2 SH

- PT 824 - Clinical Biomechanics II Credits: 4 SH
- PT 832 - Human Pathophysiology Credits: 3 SH
- PT 842 - Research Methods and Statistics II Credits: 2 SH
- PT 883 - Clinical Practicum Credits: 3 SH
- PT 896 - Professional Practice II Credits: 1 SH

### **Summer Semester**

- PT 813 - Physical Therapy Science III Credits: 3 SH
- PT 815 - Medical Management & Diagnostics Credits: 2 SH
- PT 826 - Cardiovascular and Pulmonary Physical Therapy Credits: 2 SH
- PT 827 - Pediatric Physical Therapy I Credits: 2 SH
- PT 835 - Administration & Management of Physical Therapy Practice Credits: 3 SH

### **Year Two**

#### **Fall Semester**

- PT 843 - Research Methods and Statistics III Credits: 2 SH
- PT 884 - Clinical Practicum II Credits: 3 SH
- PT 899 - Doctoral Project Credits: 2 (R4)
- PT 921 - Neuroanatomy Credits: 2 SH
- PT 922 - Neuroscience Credits: 2 SH
- PT 951 - Musculoskeletal Physical Therapy I Credits: 4 SH
- PT 997 - Professional Practice III Credits: 2 SH

#### **Spring Semester**

- PT 844 - Research Methods and Statistics IV Credits: 2 SH
- PT 861 - Motor Behavior Credits: 2 SH
- PT 899 - Doctoral Project Credits: 2 (R4)
- PT 923 - Neuromuscular Physical Therapy I Credits: 4 SH
- PT 952 - Musculoskeletal Physical Therapy II (Spine) Credits: 4 SH
- PT 998 - Professional Practice IV Credits: 1 SH

### **Summer Semester**

- PT 814 - Physical Therapy Scienc IV Credits: 3 SH
- PT 983 - Clinical Practicum III Credits: 5 SH

### **Year Three**

#### **Fall Semester**

- PT 825 - Clinical Biomechanics III Credits: 3 SH
- PT 924 - Neuromuscular Physical Therapy II Credits: 3 SH
- PT 927 - Pediatric Physical Therapy II Credits: 3 SH
- PT 945 - Physical Therapy for Older Adults Credits: 2 SH
- PT 954 - Clinical Reasoning Credits: 3 SH

## **Spring Semester**

- PT 920 - Capstone Course Credits: 1 SH
- PT 930 - Health Promotion & Wellness Credits: 2 SH
- PT 984 - Clinical Practicum IV Credits: 6

## **Graduate Courses**

### **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 - Advanced Managerial Accounting**

Concepts underlying financial reports, management applications of cost, and accounting measurement.

**Prerequisites & Notes**

PREQ: ACCT 356 or equivalent or permission of instructor.

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 670 - Ethics for Accounting Professionals**

Study of the ethical standards to the professional of accountancy.

**Prerequisites & Notes**

PREQ: Admission to M.Ac. Program or permission of instructor.

Credits: (1-3) R3

**ACCT 682 - Research Project in Accounting**

Research Project in Accounting

**Prerequisites & Notes**

PREQ: Detailed project proposal must be approved by department head and director of graduate program.

Credits: 1-3, 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: 1-3, R3

**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**

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 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**

Independent Study in Anthropology

**Prerequisites & Notes**

PREQ: Written application; approval of instructor and advisor.

Credits: 1-2, R6

**ANTH 593 - Topics in Anthropology**

Topics in Anthropology

**Prerequisites & Notes**

PREQ: Permission of instructor.

Credits: 3, R6

**ART 500 - Research Methods**

This course will introduce graduate students to major topics in art historical research, emphasizing special methods of investigation and of historical and critical analysis.

Credits: 3

**ART 501 - Art of World Cultures**

This course covers traditional and contemporary arts and crafts of a specific culture TBA.

Credits: 3

**ART 504 - Greco Roman Art**

Development of art and architecture of Greek and Minoan civilizations through the Hellenistic period, and of Roman art from the Republic through the Empire.

Credits: 3

**ART 505 - History of Photography**

Study of modern photography starting with early developments in the renaissance, through digital work.

Credits: 3

**ART 506 - Renaissance Art**

The Renaissance in Italy and northern Europe: major trends and personalities in art and architecture.

Credits: 3

**ART 509 - Seventeenth and Eighteenth Century Art**

Major baroque and rococo artists, architects, landscape, and urban designers in Europe.

Credits: 3

**ART 512 - Nineteenth Century Painting**

Major figures and styles in European painting.

Credits: 3

**ART 514 - American Art**

From colonial limners to contemporary art.

Credits: 3

**ART 516 - Contemporary Art**

Major figures and styles in European painting. Contemporary directions in the visual arts since 1945; emphasis on trends during the past five years.

Credits: 3

**ART 517 - Modern Sculpture**

Academic sculpture in the nineteenth century. Modernist innovations from Rodin to David Smith.

Credits: 3

**ART 518 - Development of Modern Art: Painting, Sculpture, and Architecture**

From Manet, Rodin, and Richardson to Post-Modernism in painting, sculpture, and architecture.

Credits: 3

**ART 519 - History of Design**

Survey of the development of graphic design from prehistory through contemporary visual communications; topics include typography, photography, illustration, and current conceptual and art historical issues

Credits: 3

**ART 531 - Problems in Drawing**

Individual studio projects. 6 Studio.

**Prerequisites & Notes**

PREQ: Permission of instructor.

Credits: 1-9, R12

**ART 532 - Problems in Design**

Emphasis on personal direction and advanced technical problems.

**Prerequisites & Notes**

PREQ: Permission of instructor.

Credits: 3, R12

**ART 533 - Problems in Painting**

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 - Problems in Sculpture**

Emphasis on personal direction and advanced technical problems.

**Prerequisites & Notes**

PREQ: Permission of instructor.

Credits: 3, R12

**ART 551 - Ceramics Problems**

Individual studio projects. 6 Studio.

**Prerequisites & Notes**

PREQ: Permission of instructor.

Credits: 1-9, R12

**ART 554 - Problems in Photography**

Individualized course of study in studio arranged in consultation with a faculty member.

Credits: 3, R9

**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**

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**

Art History Seminar

**Prerequisites & Notes**

PREQ: Permission of instructor.

Credits: 3

**ART 630 - Teaching Methods Visual Arts**

Investigation of successful teaching methods for higher education studio arts.

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 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 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 Critiques**

Assessment of student work and progress from faculty and visiting artists and critics.

**Prerequisites & Notes**

PREQ: Permission of instructor.

Credits: 3, R18

**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 676 - Art Theory and Criticism**

This course develops an advanced understanding of Art as a complex cultural medium through the discussion of key theoretical and critical approaches.

Credits: 3

**ART 680 - Independent Study in Art Education**

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 697 - Seminar in Art Education**

Philosophical, aesthetic, psychological, and curricular ramification of issues in art education.

Credits: 3, R6

**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

**IDES 520 - Environments for Aging**

Aging theories applied to environments and impacts on behavior. Individual and social implications discussed and environment-behavior patterns explored.

Credits: 3

**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 512 - Cellular and Molecular Immunology**

Detailed examination of the immune response, including: antigen recognition, effector mechanisms, immunogenetics, immunoregulation, immunity to infection, immunopathology, tumor and transplantation immunology, and autoimmunity.

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.

Credits: 3

**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 522 - Forensic Biology**

Principles of nuclear and mitochondrial DNA analysis, decomposition, autopsy, forensic databases, and bioterrorism.

Credits: 4

**BIOL 523 - Biophysics**

Principles of biophysics relating E. coli. Topics include cell physiology, chemotaxis, molecular motors, physical constraints of an environment, diffusion, receptor complexes, and signal transduction.

Credits: 3

**BIOL 524 - Pharmacology**

An introduction to medicinal chemistry. Topics include pharmacodynamics, pharmacokinetics, and the process of drug discovery, design, and development. 3 lec.

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 533 - Ecological Co-Adaptations**

In-depth study of co-evolutionary interactions, including seed dispersal, pollination, host-parasite, and plant-microbe interactions such as nitrogen fixation. Lecture, laboratory and field trips. 3 lec, 3lab.

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 538 - Ecological Restoration**

Exploration of ecological restoration theory and management applications from fine to coarse scales approaches, and including composition, structural and functional components of ecosystems.

Credits: 3

**BIOL 541 - Conservation Biology**

Exploration of biodiversity conservation principles as they apply to managed ecosystems. Components of biodiversity, threats to biodiversity, and strategies for conserving it will be examined.

Credits: 3

**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 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 572 - Ornithology**

Anatomy, physiology, ecology, behavior, diversity, and evolution of birds. Lab will focus on identification of North Carolina birds, field research techniques, and behavior. 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 577 - Herpetology**

Study of the biological diversity, evolution, life history, ecology, and conservation of amphibians and reptiles. Field trips required.

**Prerequisites & Notes**

PREQ: Permission of instructor.

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**

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 636 - Physiological and Ecosystem Ecology**

In-depth study of environmental effects on physiological and morphological traits and their influences on energy and nutrient cycling through ecosystems. Lecture, laboratory and field exercises. 3 lec, 3 lab.

Credits: 4

**BIOL 639 - Ecological Genetics**

A course for ecologists interested in learning how ecological/conservation genetics maintain evolutionary processes and promote ecosystem health.

Credits: 3

**BIOL 642 - Population and Community Ecology**

Population ecology concepts and questions from empirical and theoretical perspectives, including population structure, dynamics, regulation, demography, life histories, metapopulations, competition, predation, parasitism, and mutualism. 3 lecture/discussion, 3 lab/field.

**Prerequisites & Notes**

PREQ: Permission of Instructor.

Credits: 4

**BIOL 643 - 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 672 - Ichthyology**

Systematics, life history, ecology, and identification of groups of fishes; collection of local fishes. 2 Lecture 6 Lab/Field.

Credits: 4

**BIOL 675 - Advanced Methods in Ecology and Evolution**

In-depth study of field, computer simulation, and laboratory methods used to study the evolutionary ecology and ecological interactions across levels from individuals through landscapes. 3 Lecture, 2 Lab.

Credits: 4

**BIOL 693 - Topics in Biology**

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 696 - Seminar in Biology**

Presentations regarding current topics in biology.

Credits: 1, R3

**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: 1-6, 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 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**

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**

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**

Seminar in Business Law

**Prerequisites & Notes**

PREQ: Permission of instructor.

Credits: 3

**CHEM 535 - Instrumental Analysis II**

Advanced theory and practice of modern chemical instrumentation including environmental, biological and materials applications. 2 lecture, 3 lab.

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: 4

**CHEM 572 - Chemical Syntheses**

Multistep synthesis in inorganic and organic compounds.

**Prerequisites & Notes**

PREQ: CHEM 242 and CHEM 272, or the equivalent courses from another institution, with a grade of "C" or better.

Credits: 2

**CHEM 575 - Biochemistry Laboratory**

Practical applications of biochemical and molecular biology techniques associated with the production and analysis of nucleic acids and proteins.

**Prerequisites & Notes**

PREQ: A grade of C or better in CHEM 242 or permission of the instructor.

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**

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**

Topics in Inorganic Chemistry

Credits: 3, R6

**CHEM 693 - Topics in Analytical Chemistry**

Topics in Analytical Chemistry

Credits: 3, R6

**CHEM 694 - Topics in Organic Chemistry**

Topics in Organic Chemistry

Credits: 3, R6

**CHEM 695 - Topics in Physical Chemistry**

Topics in Physical Chemistry

Credits: 3, R6

**CHEM 696 - Seminar in Chemistry**

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: 1, R12

**FS 563 - The Scientific Method**

Explores the nature of evidence, proof, certainty, probability, historic developments within science, hypothesis testing, and survey attacks against science in the courtroom and in society.

**Prerequisites & Notes**

Graduate standing.

Credits: 3

**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**

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 615 - History of Higher Education in the United States**

This course surveys the history of higher education in the United States with a dual focus on mainstream collegiate institutions and non-traditional alternatives.

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 625 - Teaching and Learning Environments in Higher Education**

This course focuses on trends toward collaboration between faculty and student affairs professionals and seeks to understand curriculum and pedagogical issues.

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 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 594 - Topics in Communication Disorders**

Topics in Communication Disorders

#### **Prerequisites & Notes**

PREQ: Permission of instructor.

Credits: 1-3, R6

#### **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 648 - Language Disorders - School Age**

Current issues in language and learning disabilities; application of research to assessment and intervention.

Credits: 3

#### **CSD 662 - Articulation and Phonological Disorders**

Current issues in articulation and phonology; application of research to assessment and intervention.

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 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 699 - Thesis**

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

**COMM 593 - Selected Topics in Communication**

Selected topics in communication.

Credits: 3

**CMTA 586 - Theatre Production**

Theatre Production

**Prerequisites & Notes**

PREQ: Permission of instructor.

Credits: 3

**CMTA 593 - Selected Topics in Theatre Arts**

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: MBA 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**

Selected Topics in Computer Science

**Prerequisites & Notes**

PREQ: Permission of department head.

Credits: 1-6, R6

**CM 500 - Advanced Construction Finance**

This course investigates financial management of construction companies, financial decision making and project financing.

**Prerequisites & Notes**

Admission into MCM or MPM program(s).

Credits: 3

**CM 503 - Sustainability in Construction**

Sustainability and green building concepts and how they are integrated into the different segments of the construction industry.

**Prerequisites & Notes**

PREQ: Admission to the MCM program or admission to the graduate school and instructor permission.

Credits: 3

### **CM 515 - Introduction to Legal Issues in Construction**

Introduction to selected topics from law and ethics that support the activities of the construction/project manager.

#### **Prerequisites & Notes**

Admission into the MCM or MPM program(s).

Credits: 3

### **CM 530 - Advanced Legal Issues in Construction**

An overview of standard construction contracts traditionally used between contractors, owners, design professionals and subcontractors and an introduction to different contractual delivery risk mechanisms.

#### **Prerequisites & Notes**

PREQ: Admission into the MCM program or admission to the graduate school and instructor permission.

Credits: 3

### **CM 542 - Construction Estimating**

Comprehensive introduction to the principles, techniques, technologies, and concepts related to the methodologies and strategies used in the preparation of construction estimates and bid proposals.

#### **Prerequisites & Notes**

PREQ: Admission to the MCM program or admission to the graduate school and instructor permission.

Credits: 3

### **CM 554 - Computer Applications in Construction**

Computer applications in construction including hardware and software and emerging computing and information technologies.

#### **Prerequisites & Notes**

PREQ: Admission into the MCM program or admission to the graduate school and instructor permission.

Credits: 3

### **CM 562 - Construction Scheduling**

Construction scheduling utilizing the critical path method, program evaluation and review technique, and computer applications.

#### **Prerequisites & Notes**

PREQ: Admission into the MCM program or admission to the graduate school and instructor permission.

Credits: 3

### **CM 611 - Advanced Materials and Methods**

Methods and materials used in the construction industry including asphalt, concrete, timber, masonry fiber reinforced composites and other materials.

**Prerequisites & Notes**

PREQ: Admission into the MCM program or permission of the instructor.

Credits: 3

**CM 621 - Construction Operations and Safety**

Theory and case studies related to the construction operations analysis and safety operations including productivity improvement and human factors.

**Prerequisites & Notes**

PREQ: Admission to the MCM program or admission to the graduate school and instructor permission.

Credits: 3

**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 653 - Statistics and Applications to Construction**

This course applies statistical techniques to quality control, decision making and risk analysis.

#### **Prerequisites & Notes**

PREQ: Admission to the MCM program or admission to the graduate school and permission of the instructor.

Credits: 3

### **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 - Advanced Topics in Construction**

This course focuses on three current topics, their reasons for development, progress, and affect on the industry.

#### **Prerequisites & Notes**

PREQ: Admission to the M.C.M. program.

Credits: 3

### **CM 656 - Construction Forensics**

This course investigates construction failures, construction failure investigation techniques, and preventing construction failures.

#### **Prerequisites & Notes**

PREQ: Admission into the MCM program or admission to the graduate school and permission of the instructor.

Credits: 3

### **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: Admission to the M.C.M. program.

Credits: 3

### **CM 659 - Advanced Legal Aspects in Construction**

This course advances the graduate student's knowledge regarding project administration related to different contractual delivery risk mechanisms employed in the construction industry.

#### **Prerequisites & Notes**

PREQ: Admission to the M.C.M. program.

Credits: 3

**CM 660 - Land Development I**

This course introduces and develops the student's knowledge of land development feasibility and site analysis, conceptual design, planning, environment regulations, sustainable site planning and construction.

**Prerequisites & Notes**

Admission into the MCM program.

Credits: 3

**CM 661 - Land Development II**

This course introduces and develops the student's knowledge of land development feasibility and site analysis, conceptual design, planning, environment regulations, sustainable site planning and construction.

**Prerequisites & Notes**

PREQ: Admission into the MCM Program.

Credits: 3

**CM 662 - Land Development Finance**

This course introduces and develops the student's knowledge of land development financing and investment. The course will focus on analytical techniques used in evaluating developments.

**Prerequisites & Notes**

PREQ: CM 500.

Credits: 3

**CM 664 - Legal Issues of Land Development**

This course introduces land planning and subdivision regulations, contract administration, and budgetary controls for land development.

**Prerequisites & Notes**

PREQ: CM 530.

Credits: 3

**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 - Cross-cultural Counseling**

Social and cultural considerations in counseling; study of ethnic groups, differences between and within cultural groups, and their implications for counseling.

**Prerequisites & Notes**

PREQ: Admission to graduate program in counseling or permission of instructor.

Credits: 3

**COUN 617 - Addictions Counseling**

A systems-based study of addiction and its effects upon the individual, family, and community; implications for counseling those affected by addiction.

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 622 - Counseling Adults and Older Persons**

This course explores normal physiological and psychological changes associated with the aging process. Counseling needs of adults, older persons and their caregivers are addressed.

Credits: 3

**COUN 623 - Introduction to Clinical Mental Health Counseling**

Concepts and current practices in counseling in clinical mental health settings; consideration of a model clinical mental health counseling program.

Credits: 3

**COUN 624 - Clinical Mental Health Counseling Grant Writing and Program Management**

Advanced course examining issues and trends in clinical mental health 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 and Techniques of Counseling**

Selected theories of counseling; application through demonstrations, supervised practice and role play; development of personal model of counseling.

**Prerequisites & Notes**

PREQ: 605.

Credits: 3

**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**

Independent Study in Counseling

**Prerequisites & Notes**

PREQ: Advanced standing; permission of advisor.

Credits: 3 R,6

**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**

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 600 - Foundations of Justice**

Overview of the philosophical, social, cultural, political, and legal precepts that have served as the foundations for the administration of justice within democratic societies.

Credits: 3

**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**

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 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 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.

**Prerequisites & Notes**

PREQ: MSA or PMC only.

Credits: 3

**EDCI 617 - Methods and Practices for Teaching 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.

**Prerequisites & Notes**

Must be taken concurrently with EDCI 695.

Credits: 3, 6 or 9, R12

**EDCI 695 - Seminar in Reflective Practice in Teaching**

Required for MAT students in Art, Biology, Chemistry, English, Mathematics, Music, and Social Sciences.

**Prerequisites & Notes**

Must be taken during internship; concurrent with EDCI 689.

Credits: 3

**EDCI 699 - Thesis**

Thesis

Credits: 4

**EDCI 700 - Philosophy of Education**

Major educational philosophies; analysis of problems.

Credits: 3

**EDCI 702 - Research Seminar in Curriculum**

Research Seminar in Curriculum

**Prerequisites & Notes**

PREQ: Permission of department head.

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**

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 - Research in Rural Education**

Investigation and analysis of issues and problems in rural education.

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 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

**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**

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: 1-3, R6

**EDPY 591 - Topics in Education and Psychology**

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**

Topics in Education and Psychology

**Prerequisites & Notes**

PREQ: Permission of department head.

Credits: 1, R3

**EDPY 692 - Topics in Education and Psychology**

Topics in Education and Psychology

**Prerequisites & Notes**

PREQ: Permission of department head.

Credits: 2, R6

**EDPY 693 - Topics in Education and Psychology**

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 600 - Applied Experiences in School Leadership**

Experiences in observing and implementing strategies related to the visible, hidden and possible in leading schools.

Credits: 1-6, R12

**EDL 601 - Ethical School Leadership**

Addresses the foundations for leadership through core themes of relationships, school culture, change, learning, and systems design; including self-assessment, ethics and systems thinking.

**Prerequisites & Notes**

PREQ: Must be enrolled in MSA Program. EDL 612 or EDI 725.

Credits: 1-3, R12

**EDL 602 - Leading School Culture**

Understanding and influencing school culture based on ethical, legal and political considerations.

**Prerequisites & Notes**

PREQ: Must be enrolled in MSA Program. EDL 601 or EDI 709.

Credits: 1-3, R12

**EDL 603 - Leadership for Student Learning**

Knowledge, skills and competencies required to sustain a professional school culture.

**Prerequisites & Notes**

PREQ: Must be enrolled in MSA Program. EDL 602 or EDI 786 or EDL 600.

Credits: 1-3, R12

**EDL 604 - Leadership for Continuous School Improvement**

Individual and collaborative explorations of multiple topics on leading, managing and improving schools for student learning.

**Prerequisites & Notes**

PREQ: Must be enrolled in MSA Program. EDL 603 or EDI 787 or EDL 600.

Credits: 1-3, 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.

**Prerequisites & Notes**

PREQ: Must be enrolled in MSA or PMC Program.

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: 1-3

**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**

Study of human and financial resources as they impact student learning.

**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 701 - Ethical School Leadership**

Addresses the foundations for leadership through core themes of relationships, school culture, change, learning, and systems design; including self-assessment, ethics and systems thinking.

**Prerequisites & Notes**

PMC or EdD only

Credits: (3)

**EDL 703 - Leadership for Student Learning**

Knowledge, skills and competencies required to sustain a professional school culture.

**Prerequisites & Notes**

PMC or EdD only

Credits: (3)

**EDL 704 - Leadership for Continuous School Improvement**

Individual and collaborative explorations of multiple topics on leading, managing and improving schools for student learning.

**Prerequisites & Notes**

PMC or EdD only

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.

**Prerequisites & Notes**

PREQ: Must be enrolled in the MSA or PMC program; EDL 601 or EDL 701.

Credits: 1-3

**EDL 715 - Leadership of Professional Learning**

Application of adult learning/development of professional learning experiences for faculty and staff in schools.

Credits: 3

**EDL 721 - Public School Law**

Principles, research, and applied experiences in school law including practice; authority, responsibility, and liability of school boards, administrators, and teachers.

**Prerequisites & Notes**

PREQ: MSA or PMC only; EDL 601 or 701.

Credits: 1-3

**EDL 725 - Research in School Leadership Standards**

Research on topics related to North Carolina's Standard's for 21st Century School Leaders.

**Prerequisites & Notes**

PREQ: MSA or PMC or EdD only.

Credits: 1-3

**EDL 730 - School Finance and Business Management**

Principles and practices of financing public education; revenue and allocation plans; budgeting; and management of school funds.

**Prerequisites & Notes**

PREQ: Must be enrolled in MSA and EDL 601, or PMC and EDL 701, or EdD.

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 E-teaching and E-learning**

Policy and practice in curricular integration of electronically networked teaching and learning. Leadership issues that connect eTeaching with theory, research, and effective practice 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.

**Prerequisites & Notes**

PREQ: Must be enrolled in MSA and EDL 601, or PMC and EDL 701, or EdD.

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 786 - School-Site Internship I**

An administrative internship under supervision of a practicing principal and university faculty. Seminar sessions held concurrently.

**Prerequisites & Notes**

PREQ: MSA or PMC or EdD only; EDL 601 or 701.

Credits: 1-4

**EDL 787 - School-Site Internship II**

An administrative internship under supervision of a practicing principal and university faculty. Seminar sessions held concurrently.

**Prerequisites & Notes**

PREQ: MSA or PMC or EdD only; EDL 602 or 702.

Credits: 1-4

**EDL 788 - School-Site Internship III**

Experiences in researching and implementing school management and leadership functions related to scheduling, finance, and programming.

**Prerequisites & Notes**

PREQ: MSA or PMC or EdD only; EDL 601 or 701.

Credits: 1-4

**EDL 793 - Topics in School Administration**

Scheduling; negotiations; budgeting; management information systems; surveys; changes in school law.

**Prerequisites & Notes**

PREQ: Must be enrolled in MSA and EDL 601, or PMC and EDL 701, or EdD.

Credits: 1-3, R12

**EDL 794 - Topics in School Administration**

Application and research related to a variety of unique topics in school leadership.

**Prerequisites & Notes**

PREQ: MSA or PMC or EdD only; EDL 601 or 701.

Credits: 1-3

**EDL 795 - Seminar in Supervision**

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: 3, 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 805 - Academic Writing for Research**

Addresses competencies in academic writing at the doctoral level.

Credits: (1-3 R6)

**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**

Advanced internship in Educational Leadership II.

**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 - Advance 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 "Program Completion: Thesi/Dissertation Programs" found in the Academic Regulations section of the Graduate Catalog. S/U grading. These hours will not count toward fulfilling degree requirements.

Credits: 1-3, R24

**EDCI 616 - Advanced Studies in Teacher Leadership**

Interdisciplinary study of teacher leadership within the historical, social, cultural and philosophical context of diverse communities.

**Prerequisites & Notes**

PREQ: Completion of at least 18 hours of graduate coursework in the program.

Credits: 3

**EDL 702 - Leading School Culture**

Understanding and influencing school culture based on ethical, legal and political considerations.

**Prerequisites & Notes**

PMC or EdD only

**EDRS 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

**EDRS 609 - Classroom Assessment**

Assessment methods for instruction and reflection. Includes design and selection of assessments, diagnostics and ecological, for student learning. Interpretation of assessment results for instructional decision-making.

Credits: 3

**EDRS 610 - Quantitative Research Methods in Education**

Research methodologies based on quantitative research designs. Includes design, data collection, data analysis, and interpretation.

Credits: 3

**EDRS 611 - Foundations of Qualitative Research**

Qualitative research theories and methods. Investigation of foundations, purposes, designs, data collection and analysis and interpretation. Study of published research.

Credits: 3

**EDRS 612 - Principles and Application of Educational Research Methods**

Study of research skills useful in administrative decision making; location and synthesis of existing research; research techniques; evaluation of educational programs.

Credits: 3

**EDRS 620 - Action Research**

Use of quantitative and qualitative methods to address local educational problems and questions. Use of findings to improve practice; collaborative research.

Credits: 3

**EDRS 709 - Educational Testing and Assessment**

Selecting assessment techniques. Includes interpretation of test results, reliability and validity in testing, and evaluating assessments at all levels - classroom, district, and state testing programs.

Credits: 3

**EDRS 800 - Advanced Research Methods**

Introductory doctoral course in the analysis, design, and implementation of educational research. Includes theories, traditions, design principles, limitations, and applications of quantitative and qualitative methods.

Credits: 3

**EDRS 806 - Statistical Analysis in Research**

Descriptive and inferential statistical procedures used in data description and hypothesis testing.

Credits: 3

**EDRS 811 - Qualitative Research**

Assumptions, theories, and practice of qualitative research. Includes study design, data collection, data analysis, and interpretation. Study of common qualitative designs and published research.

Credits: 3

**EDRS 820 - 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

**EDRS 870 - Synthesis of Educational Research**

The application of techniques and resources for the evaluation and synthesis of research, including narrative and meta-analytic approaches.

**Prerequisites & Notes**

PREQ: 606.

Credits: 3

**EDRS 895 - Doctoral Research Seminar**

Preparatory course for the dissertation process. Includes guidance in framing the research questions, developing the theoretical framework, structuring the literature review, and designing the study.

Credits: 3

**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**

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**

Topics in Supervision

**Prerequisites & Notes**

PREQ: Permission of instructor.

Credits: 1, R3

**EDMG 620 - Middle Grades Curriculum, Instruction, & Assessment**

Examination of research on middle grades curricula, instruction, and assessment in relationship to the needs of young adolescents; development and investigation of applications.

**Prerequisites & Notes**

PREQ: Graduate student status.

Credits: (3)

**EDRD 621 - Literacy in the Early Years**

The focus of this course will be literacy development and instruction in the primary grades.

**Prerequisites & Notes**

PREQ: Admission to the Graduate School.

Credits: 3

**EDRD 622 - Phonics to Fluency**

Exploring the nature of word study, phonics, and fluency in literary education; understanding strategies for teaching reading development.

Credits: 3

**EDRD 640 - Reading Diagnosis & Instruction**

Examination, use, and critique of theories of research about literacy processes and problems; reading difficulties, their diagnosis, and correction; and instructional strategies.

Credits: 3

**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)

**ELMG 601 - Assessment in the Elementary & Middle Grades**

In the Master's level course students will explore assessment methods appropriate for elementary or middle grades.

**Prerequisites & Notes**

PREQ: Admission to the Graduate School.

Credits: 3

### **ELMG 602 - Qualitative Research Methods in the Elementary & Middle Grades**

In this Masters level course students will explore qualitative research methods that they can then employ in their elementary or middle grades classroom.

#### **Prerequisites & Notes**

PREQ: Admission to the Graduate School.

Credits: (3)

### **ELMG 609 - Issues & Trends in the Classroom Research Design for Elementary & Middle Grades**

Students will explore subject matter specific research studies and methods that they can then employ in their elementary and middle grades classrooms.

#### **Prerequisites & Notes**

PREQ: Admission to the Graduate School.

Credits: 3

### **ELMG 611 - Research in Mathematics Teaching & Learning (K-9)**

In this Master's level course, students will consider will consider issues related to current research in mathematics teaching and learning appropriate for elementary and middle grades.

#### **Prerequisites & Notes**

PREQ: Admission to the Graduate School.

Credits: 3

### **ELMG 612 - Multimedia Literacy**

Advanced research and instruction into understanding, composing and teaching 21st century literacy: text, image, audio, video, 2D & 3D animation, sensors, reader input and frames.

#### **Prerequisites & Notes**

PREQ: Admission to the Graduate School.

Credits: 3

### **ELMG 614 - Responsive Instruction in the Elementary & Middle Grades**

The exploration of differentiation with respect to teaching and learning, generate strategies for assessing learning, and develop plans for creating responsive learning communities.

Credits: 3

### **ELMG 650 - Issues of Diversity in Social Studies Curriculum**

Students will consider issues of race, class, gender, sexuality, and other identities in shaping social studies curriculum appropriate for elementary or middle grades.

#### **Prerequisites & Notes**

PREQ: Admission to the Graduate School.

Credits: 3

#### **ELMG 655 - Content Area Reading in Science & Mathematics**

Strategies that enable students in upper elementary, middle, and high school to cope more effectively with reading in Science & Mathematics.

##### **Prerequisites & Notes**

PREQ: Admission to the Graduate School.

Credits: 3

#### **ELMG 656 - Environment Education**

Foundations of environmental education including history, philosophy, instructional methods, and resources for both formal and non-formal settings.

##### **Prerequisites & Notes**

PREQ: Admission to the Graduate School.

Credits: 3

#### **ELMG 657 - Integrating Science & Literacy**

Theory and practice of science and literacy integration with specific attention to reading, writing, speaking, and listening within an inquiry-based science curriculum.

##### **Prerequisites & Notes**

PREQ: Admission to the Graduate School.

Credits: 3

#### **ELMG 667 - Assistive Technology**

This course explores assistive technologies and their role in supporting K12 students with special needs.

##### **Prerequisites & Notes**

PREQ: Admission to the Graduate School.

Credits: 3

#### **ELMG 668 - Instructional Technology & Design**

Students in this course will gain an understanding of the field of Instructional Technology and Design (ITD) and experience the process of Instructional Design (ID).

##### **Prerequisites & Notes**

PREQ: Admission to the Graduate School.

Credits: 3

**ELMG 697 - Research Seminar in Elementary & Middle Grades Education**

Students will design and conduct a research study in an elementary or middle grades classroom setting.

**Prerequisites & Notes**

PREQ: Admission to the Graduate School.

Credits: 3

**EDEL 614 - Issues and Trends in Elementary Education**

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: EDRS 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

**EMC 520 - EMS Education and Training**

EMS traditional and online instruction, including medical skills evaluation and measuring clinical competency.

Credits: 3

**EMC 530 - EMS Response to Community and Public Health Disasters**

Planning for community and public health disasters including infectious disease outbreaks.

**Prerequisites & Notes**

PREQ: Admission to EMC concentration or permission of instructor.

Credits: 3

**EMC 620 - Ethics in EMS Education**

Leadership skills for identifying, analyzing, and resolving ethical dilemmas in health education administration.

**Prerequisites & Notes**

PREQ: Admission to EMC concentration or permission of instructor.

Credits: 3

**EMC 640 - EMS Quality Improvement in EMS**

Introduction to concepts and theories of quality improvement as they relate to the unique environment of prehospital care.

Credits: 3

**EMC 645 - EMS System Design and Operations**

EMS System design, ambulance deployment, inventory management and vehicle maintenance.

**Prerequisites & Notes**

PREQ: Admission to EMC concentration or permission of instructor.

Credits: 3

#### **EMC 650 - EMS System Reimbursement and Finance**

EMS system fiscal with special emphasis given to 3rd party reimbursement.

#### **Prerequisites & Notes**

PREQ: Admission to EMC concentration or permission of instructor.

Credits: 3

#### **EMC 663 - Quantitative Methods for Decision-making**

Introduction to the theory and practice of decision analysis in the health professions.

#### **Prerequisites & Notes**

PREQ: Admission to EMC concentration or permission of instructor.

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 - Advanced Digital Communications**

Digital communications techniques and systems: signal space representation, binary and M-ary signaling methods, detection of binary and M-ary signals, comparison of digital communication system performances.

##### **Prerequisites & Notes**

PREQ: A course or demonstrated competency in communications theory at the undergraduate level or permission of the 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. 2 lecture, 2 lab.

##### **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 643 - Advanced Parametric Modeling and Design**

Advanced level of constraint-based parametric modeling systems and the fundamentals of capturing design intent with Computer Aided Drafting Design systems.

#### **Prerequisites & Notes**

PREQ: A course demonstrated competency in 3-D modeling and rapid prototyping at the undergraduate level or permission of instructor.

Credits: 3

### **ET 644 - Advanced Digital Signal Processing**

Digital signal processing methods and techniques including non-parametric power spectral estimation, model-based spectral estimation, and adaptive signal processing.

**Prerequisites & Notes**

PREQ: A course or demonstrated competency in computer application and permission of instructor.

Credits: 3

**ET 645 - Random Variables, Signals and Waveforms**

Engineering applications of probability theory in communications signal processing. Topics include stationarity, spectral densities, random inputs to linear systems, and Gaussian processes.

**Prerequisites & Notes**

PREQ: A course or demonstrated competency in probability theory at the undergraduate level or 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 698 - Comprehensive Exam**

Comprehensive exam for non-thesis students.

**Prerequisites & Notes**

PREQ: Students must be in their last semester of study.

Credits: 0

**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 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 - Studies in Poetry**

Developments in poetry, forms, and audience. Poets and poetry from various literary periods examined in the context of current criticism.

Credits: 3

**ENGL 572 - Studies in Fiction**

Developments in fiction, forms and audience. Writers and texts from various literary periods examined in the context of current criticism.

Credits: 3

**ENGL 573 - Studies in Drama**

Developments in drama, forms, and audience. Writers and plays/performances from various literary periods examined in the context of current criticism.

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 605 - 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 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 659 - Southern Literature**

The literature of the South with particular emphasis on cultural and historical themes of the region.

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 663 - Environmental Literature**

Study of environmental depictions in literature and how those depictions are imagined, shaped, and created by specific cultural contexts.

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 674 - Transnational Literature**

Focuses on world literature shaped in response to immigration, globalization, increased access to telecommunications and military occupation.

Credits: 3

**ENGL 675 - Modernism**

Study of literature written from 1900 to World War II. Literature will include multiple genres and national origins.

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 688 - Portfolio Research**

Capstone Project. Development of a professional portfolio for graduate students enrolled in the Portfolio-Option Program. Only 3 hours of portfolio research may be counted toward a degree.

Credits: 3, R6

**ENGL 693 - Special Topics in English**

Varying topics of specialized focus.

Credits: 3, R6

**ENGL 694 - Special Topics in Rhetorical Theory**

Varying topics of specialized focus.

Credits: 3, R6

**ENGL 695 - Contemporary Composition Theory**

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 600 - Entrepreneurial Planning**

Tools for venture creation and management including marketing, accounting, risk management, human resources, legal issues, and intellectual capital.

Credits: 3

**ENT 601 - Entrepreneurial Innovation**

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 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 Finance**

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 645 - Entrepreneurial Marketing**

Methods of creating and delivering a marketing plan using media and online approaches. Course requires the development of marketing plan, market analysis, collateral material, and online promotions.

Credits: 3

**ENT 650 - Advanced Entrepreneurial Finance**

Financial statements analysis, performance and sensitivity analysis and sources and types of debt and equity funding.

**Prerequisites & Notes**

PREQ: 640.

Credits: 3

**ENT 655 - Entrepreneurship**

Culmination of three semesters of work leading to the creation of a business plan that is capable of supporting substantial financial investment.

Credits: 3

**ENT 660 - Entrepreneurial Strategy - Part 1**

Strategic leadership, deliberate strategy, environment scanning, competitive assessment, entrepreneurial vision and communication.

Credits: 3

**ENT 670 - Entrepreneurial Strategy - Part 2**

Strategic leadership, deliberate strategy, environmental scanning, competitive assessment, entrepreneurial vision and communication.

Credits: 3

**ENT 682 - Independent Study**

Independent Study

**Prerequisites & Notes**

PREQ: Permission of instructor.

Credits: 1-3, R6

**ENT 693 - Topics in Entrepreneurship**

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 570 - Portfolio Management**

A "hands on" course managing an all-equity portfolio; corporate, industry and market analysis.

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**

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**

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**

Topics in Geography

**Prerequisites & Notes**

PREQ: Permission of instructor.

Credits: 1-3, R6

**GEOG 593 - Special Problems**

Special Problems

**Prerequisites & Notes**

PREQ: Permission of instructor.

Credits: 1-3, R6

**GEOG 693 - Special Problems in Geography**

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 565 - Environmental Geochemistry**

Applying chemical principles in the study of geologic topics including environmental contaminants, element cycling, environmental reconstruction, and climate change; use of analytical equipment in geochemistry.

**Prerequisites & Notes**

PREQ: Permission of instructor.

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**

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**

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 520 - Long-Term Care Continuum**

This course examines the continuum of supports and services available to consumers in planning and/or providing for their long-term care needs.

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 - Gerontology Practicum**

A capstone course with the major focus on designing, planning and implementing a service learning/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 - Theoretical Foundations of Public Health**

Theory and principles of adult education as they apply to the promotion of health behaviors in clinical, worksite and community settings.

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 538 - Program Planning and Evaluation in Health Sciences**

Theories and principles of program planning and evaluation in clinical, work site, and community settings; focusing on systematic approaches to assess program effectiveness and quality decision-making.

Credits: 3

**MHS 540 - Health Communications**

Overview of social marketing as the basis for developing health communications between providers and consumers.

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 630 - Medicare & Medicaid**

In-depth study of Medicare & Medicaid, the federal program that provides a national model for the provision of socialized medicine in America.

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 670 - Biostatistics for Health Sciences**

Introduction to statistical methods used in public health and medical sciences research; focusing application of methods to design and interpret experimental and comparative data.

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 and refinement of research project or thesis proposal with a data gathering instrument, analysis plan and IRB application under the direction of MHS faculty.

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**

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

**EDCI 607 - Foundations of Teacher Leadership in a Diverse Society**

Examination of the teacher leader framework in the 21st Century in the context of the historical, cultural, social and philosophical foundations of American public education.

Credits: 3

**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 Community College**

The two-year institution's function in higher education.

Credits: 3

**EDHE 610 - Community College Instruction**

Theories of instruction at the community college, instructional methodologies and strategies for working with adult learners, and practical applications of appropriate teaching practices.

Credits: 3

**EDHE 615 - Leading the Academic Department**

Prepares academic mid-level managers in community colleges.

Credits: 3

**EDHE 620 - Politics and Policy Development at the Community College**

This course examines the political factors and decision makers that may influence community college policy decisions at the state, county and campus levels.

Credits: 3

**EDHE 636 - Community 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 670 - Community College Administration**

Credits: 3

**EDHE 683 - Internship in Community College Administration**

Fieldwork at a community college, four-year institution of higher education, or other appropriate setting.

**Prerequisites & Notes**

PREQ: Consent of advisor.

Credits: 3

**EDHE 686 - Practicum in Community College Teaching**

S/U grading.

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 Community College**

Help self-directed students gain insight into the challenges and opportunities associated with the administration and continued evolution of the rural community college.

Credits: 2

**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**

Topics in History

Credits: 1-3, R12

### **HIST 613 - United States History to 1800**

Seminar addressing historiographical themes in American history to 1800, pre-contact to Revolution, including settlement, Native Americans, slavery, politics, economics, religion, and war.

Credits: 3

### **HIST 614 - Nineteenth Century United States**

Seminar addressing historiographical themes in nineteenth century American history , including settlement, Jacksonian American, slavery, the Civil War, Reconstruction, Industrialization, and Populism.

Credits: 3

### **HIST 615 - Twentieth Century United States**

Seminar addressing historiographical themes foreign policy, wars , race relations, the Cold War, Reconstruction, political developments, and consumerism.

Credits: 3

### **HIST 620 - Native American History**

Seminar addressing historiographical pre-contact to present, including culture, religion, wars, treaties, economics, and tribal sovereignty.

Credits: 3

### **HIST 621 - Environmental History**

Seminar addressing historiographical themes related to humans' relationship with nature and the ways in which climate and nature shape human history.

Credits: 3

**HIST 622 - Gender History**

Seminar addressing historiographical themes related to gender as a mode of intellectual inquiry in American and European History.

Credits: 3

**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**

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 601 - Organization, Planning & Execution for HR Professionals**

Overview of the major functions of organizations emphasizing how the HR department effectively plans and executes its strategy to achieve organizational goals.

Credits: 3

**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 613 - Performance Appraisal and Management**

Explores and analyzes at the graduate level concepts and practices of performance appraisal and management in organizations, emphasizing alternative designs for the appraisal process, and linking performance appraisal to performance management.

Credits: 3

**HR 614 - Staffing**

An overview of recruitment and selection issues related to Human Resources.

**Prerequisites & Notes**

PREQ: Permission of the 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 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 - Employee and Labor Relations**

An overview of internal consulting role of HR in the area of employee and labor relations.

Credits: 3

**HR 660 - Talent Management**

Analyzes the process of selecting, developing, and maintaining talent within an organization.

**Prerequisites & Notes**

PREQ: Permission of instructor.

Credits: 3

**HR 662 - Compensation and Benefits**

An overview of compensation and benefit issues with a focus on aligning compensation strategy with organizational strategy.

Credits: 3

**HR 666 - Legal Issues in Human Resources**

An overview of major employment regulations with a focus on how HR professionals can effectively manage potentially litigious employment challenges.

Credits: 3

**HR 675 - Leadership in Human Resources**

An overview of the strategic leadership role performed by human resource professionals.

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**

Selected Topics in Human Resources

**Prerequisites & Notes**

PREQ: Permission of instructor.

Credits: 3, R12

**HR 698 - Seminar in Human Resources**

Trends and issues in human resources; implementation of programs.

**Prerequisites & Notes**

PREQ: Completion of 12 HR credit hours.

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**

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 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 610 - Leadership Practice and Development**

Leadership as practiced in various settings in society; individual leadership development.

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 615 - Supply Chain Management**

Introduction to the coordination and dynamics of flows of materials, services, capital, and information to satisfy customer demands within a global context.

Credits: 3

**MGT 682 - Research Project in Management**

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**

Topics in Management

**Prerequisites & Notes**

PREQ: Permission of department head.

Credits: 3, R6

**QA 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

**MKT 601 - Marketing Management**

Techniques of planning, market analysis, and strategic design; emphasis on integration of product, price, promotion, and distribution.

**Prerequisites & Notes**

PREQ: MBA 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**

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**

Topics in Marketing

**Prerequisites & Notes**

PREQ: Permission of department head and director of graduate programs in business.

Credits: 3, R6

**MBA 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 MBA program or permission of MBA Director.

Credits: 3

**MBA 505 - Economics and Public Policy**

Economic, social, and public policy affecting managerial decisions: lecture, readings, problems, cases.

**Prerequisites & Notes**

PREQ: Admission to MBA program or permission of MBA Director.

Credits: 3

**MBA 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 MBA program or permission of MBA Director.

Credits: 2

**MBA 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 MBA program or permission of MBA Director.

Credits: 1

**MBA 520 - Foundations of Marketing**

Introduction to principles and practices of marketing related to management functions: lecture, readings, problems, cases.

**Prerequisites & Notes**

PREQ: Admission to MBA program or permission of MBA Director.

Credits: 1

**MBA 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 MBA program or permission of MBA Director.

Credits: 2

**MBA 602 - Strategy and Marketing**

Strategic and marketing planning, including environmental survey, competitive analysis, buyer behavior, and strategic marketing plans.

**Prerequisites & Notes**

Preq: Admission to Graduate Business Program or permission of MBA Director.

Credits: 3

**MBA 606 - Managing Research and Development Activities**

Managing the CRDO suite: technology management, innovation, uncertainty, real options, and integrating strategy and technology planning.

**Prerequisites & Notes**

Preq: MBA 601, MBA 602, MBA 603, MBA 604

Credits: 3

**MBA 608 - Portfolio Management**

Managing the CFO suite I: Business, trading, and investment construction; portfolio theory, risk analysis, and options theory.

**Prerequisites & Notes**

Preq: MBA 601, MBA 602, MBA 603, MBA 604, MBA 606

Credits: 3

**MBA 611 - Financial Valuations**

Managing the CEO Suite II: Valuing companies, projects, capital expenditures, and cash flows.

**Prerequisites & Notes**

Preq: MBA 601, MBA 602, MBA 603, MBA 604, MBA 607, MBA 608

Credits: 3

**MBA 620 - Small Business Consulting**

Consulting with business clients of the Small Business and Technology Development Center. Includes participation in graduate student competitions when available.

**Prerequisites & Notes**

PREQ: Permission of the MBA Director and the instructor.

Credits: 3

**MBA 621 - Leadership and Ethics**

Introduction to leadership in modern organizations, including social responsibility, ethics, and teamwork.

**Prerequisites & Notes**

PREQ: Admission to MBA program or permission of MBA program director.

Credits: 3

**MBA 623 - Accounting: Understanding Performance & Informing Decisions**

The study of how accounting information is used to both evaluate management and firm performance as well as provide valuable information to inform managerial decisions.

**Prerequisites & Notes**

PREQ: Admission to the MBA program or permission of the MBA director.

Credits: 3

**MBA 625 - Applied Business Economics**

Apply theory to help frame challenges faced by individuals and firms. Articulate relationship between market structure and power, offer innovative solutions to market function challenges.

**Prerequisites & Notes**

PREQ: Admission to the MBA program or permission of the MBA director.

Credits: 3

**MBA 627 - Applied Business Statistics**

Prepare for application of statistical models to data analysis, utilize statistical tools to provide relevant analysis, aiding decision making in various decision contexts.

**Prerequisites & Notes**

PREQ: Admission to the MBA program or permission of the MBA director.

COREQ: Regular assignments, analysis/application paper, examinations.

Credits: 3

**MBA 629 - Organizational Behavior**

Examines the social and behavioral aspects of organizations. Applies theories of motivation, teamwork and other individual and group-level constructs to enhance personal and organizational performance.

**Prerequisites & Notes**

Preq: Admission to the MBA program or permission of the MBA director.

Credits: 3

**MBA 631 - Human Resource Management**

Managing human assets and liabilities, including employment, labor rules, dispute resolution, and employee benefits.

**Prerequisites & Notes**

Preq: Admission to the MBA program or permission of the MBA program director.

Credits: 3

**MBA 633 - Legal and Regulatory Issues in Business**

Managing the risk exposure of the organization as well as understanding mergers and acquisitions, trade, human assets and liabilities, international law and accountability.

**Prerequisites & Notes**

PREQ: Admission to the MBA program or permission of the MBA program director.

Credits: 3

**MBA 635 - Managing Value-Creating Business Operations**

Processes, problems, and strategies related to the creation of products and services.

**Prerequisites & Notes**

Preq: Admission to MBA program or permission of MBA program director.

Credits: 3

### **MBA 637 - Financial Management and Valuation**

Provides a framework for analyzing financial management and investment decisions. Develops practical tools for decision-making and valuation in a global and dynamic financial environment.

#### **Prerequisites & Notes**

PREQ: MBA 623 Account: Understanding Performance & Informing Decisions; MBA 625 Applied Business Economics; MBA 627 Applied Business Statistics

Credits: 3

### **MBA 639 - Systems for Competitive Advantage**

Managing IT strategy, emerging technologies, regulatory requirements and security. Finding innovative solutions to IT challenges.

#### **Prerequisites & Notes**

Preq: Admission to the MBA program or permission of the MBA director.

Credits: 3

### **MBA 641 - Marketing Management**

Managing marketing strategy, product positioning, product, channels, communications, pricing strategies, and marketing research. Developing innovative strategies to respond in the international marketplace.

#### **Prerequisites & Notes**

Preq: Admission to the MBA program or permission of the MBA program director.

Credits: 3

### **MBA 643 - Integrative Strategic Management**

Capstone course designed to bridge other elements of the entire program culminating with best practices to be an organizational leaders.

#### **Prerequisites & Notes**

PREQ: Completion of 24 or more hours of MBA core curriculum courses.

Credits: 3

### **MBA 682 - Independent Study Project**

Supervised, student initiated research project. One to three supervised contact hours with instructor, or more if needed.

#### **Prerequisites & Notes**

PREQ: Permissions of MBA program director.

Credits: 1-3, R6

**MBA 683 - MBA Internship**

A full-time work situation providing in-depth experience in management practices. S/U grading.

**Prerequisites & Notes**

PREQ: Permission of the MBA Director.

Credits: 3

**MBA 693 - Special Topics in Business Administration**

Special Topics in Business Administration.

**Prerequisites & Notes**

PREQ: Permission of department head and director of graduate programs in business.

Credits: 1-3, R6

**MBA 695 - MBA Seminar**

Exposure to significant business issues in contemporary society from the perspective of influential practitioners and thought leaders. S/U grading.

**Prerequisites & Notes**

PREQ: Permission of the MBA Director.

Credits: 3

**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 550 - Linear Optimization**

Formulation and solution of linear programming models; development of simplex method; duality theory; sensitivity analysis; software; and applications.

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 571 - Problem Solving for Actuarial Exam P**

Advanced problem solving by means of extensive review and practice. Preparing students for Exam P of the Society of Actuaries and the Casualty Actuarial Society.

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**

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 650 - Nonlinear Optimization**

The course will explore the fundamentals of nonlinear optimization. Focus will be on theory, algorithms, and applications in unconstrained and constrained nonlinear optimization.

Credits: 3

**MATH 660 - Algebra**

Theory of groups, rings, and fields.

**Prerequisites & Notes**

PREQ: 561.

Credits: 3

**MATH 661 - Algebraic Coding Theory**

Introduction to coding theory using algebraic techniques. Topics include group/linear codes: polynomial, Hamming, BCH, quadratic residue codes, and nonlinear codes such as Hadamard codes.

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 - Nonparametric Statistics**

Non-parametric tests; the rationale underlying the tests; examples of application of the tests in behavioral research; comparison of the tests with their parametric equivalents.

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 674 - Applied Linear Regression**

Topics in multiple linear regression; estimation of model parameters, statistical inferences, diagnostics for model assumptions, methods to determine the best model, exposure to SAS.

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**

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. S/U Grading.

Credits: 1-6, R6

**MATH 699 - Thesis**

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 515 - Advanced Language Arts Methods Grade 6-9**

Teaching methods, materials and curriculum development in the language arts, grades 6-9, with the emphasis on fostering written and digital communication.

**Prerequisites & Notes**

PREQ: Admission to the graduate school.

Credits: 3

**EDMG 516 - Science Methods Grades 6-9**

Methods for teaching science in the grades 6-9.

**Prerequisites & Notes**

PREQ: Admission to the graduate school.

Credits: 3

**EDMG 517 - Advanced Social Studies Methods Grades 6-9**

Methods, materials, and strategies for teaching social studies in grades 6-9.

**Prerequisites & Notes**

PREQ: Admission to graduate school.

Credits: 3

**EDMG 519 - Advanced Mathematics Methods Grades 6-9**

The development of mathematical concepts: program, methods, and materials for grades 6-9.

**Prerequisites & Notes**

Preq: Admission to the graduate school.

Credits: 3

**EDMG 520 - Responsive Assessment and Instruction**

Provides middle grades teachers a broad base of knowledge to support their efforts to respond to the diverse instructional needs of students.

**Prerequisites & Notes**

PREQ: EDMG 510.

Credits: 3

**EDMG 566 - Advanced Digital Literacy Methods Grade 6-9**

The study and use of the forms of digital literacy in school and professional settings; emphasis on instructional applications, issues and trends.

**Prerequisites & Notes**

PREQ: Admissions to the graduate school.

Credits: 3

**EDMG 587 - Internship Seminar**

Internship Seminar.

**Prerequisites & Notes**

PREQ: Admission to the graduate school.

Credits: 3

**EDMG 588 - Internship I for Middle Grades**

Internship I course of 2 days per week in a middle grades classroom.

Credits: 2, R4

**EDMG 589 - Internship in Middle Grades**

One semester of supervised full-time internship in a middle grades public classroom.

**Prerequisites & Notes**

COREQ: EDMG 587.

Credits: 6

**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**

Marching Band Techniques

Credits: 2

**MUS 511 - Advanced Vocal Pedagogy**

Advanced study of teaching methodology, physiology, and anatomy of voice. Emphasis on a variety of styles, techniques, research, technology, and practical teaching experiences.

Credits: 3

**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 515 - Applied Concert Literature**

A survey of major concert literature with an emphasis on stylistically appropriate performances.

**Prerequisites & Notes**

PREQ: Approval of the instructor.

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 521 - Studies in Musical Analysis**

Survey of one or more topics or analytical approaches with direct application of their terms and concepts to relevant musical repertoire.

**Prerequisites & Notes**

PREQ: Successful completion of entrance exam in music theory or completed remediation.

Credits: 3, R9

**MUS 525 - Twentieth-Century Music**

Historical and theoretical issues in twentieth-century music.

Credits: 3

**MUS 528 - Choral Conducting**

Study and application of gesture communication and analysis to choral conducting.

**Prerequisites & Notes**

PREQ: MAT students or permission of instructor.

Credits: 2

**MUS 529 - Instrumental Conducting**

Application of techniques and analysis to instrumental conducting.

**Prerequisites & Notes**

PREQ: MAT students or permission of instructor.

Credits: 2

**MUS 569 - Music in Motion Pictures**

The study of music composed for motion pictures, including process and procedures, selected biographies, representative films, and a brief chronology.

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, R2

**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 641 - Pedagogy of Music Theory**

Philosophies and methods of teaching basic music theory, focusing on tonal harmony and its application to student performance skills.

Credits: 3

**MUS 650 - Advanced Flute Repair**

4 Lab.

**Prerequisites & Notes**

PREQ: MUS 593, Special Topics: instrument repair; permission of the instructor.

Credits: 2, R8

**MUS 671 - Chorus**

Study and performance of representative choral works; open to any graduate student regardless of degree program. Three hours of rehearsal per week. Different repertoire every semester.

Credits: 1, R4

**MUS 672 - Concert Choir**

Audition required; public performances. Different repertoire every semester. Four hours of rehearsal per week.

Credits: 1, R4

**MUS 673 - Band**

Performance of a wide variety of music in marching, symphonic, or concert band; open to any student meeting eligibility requirements. Different repertoire every semester. 3-6 hours of rehearsal per week.

Credits: 1-2, R6

**MUS 674 - Orchestra**

Performance in an orchestral ensemble; open to any student meeting eligibility requirements. Different repertoire every semester. 3-6 hours of rehearsal per week.

Credits: 1, R4

**MUS 675 - Small Ensemble**

Participation in any small ensemble to expand knowledge of literature and performance. Different repertoire every semester.

Credits: 1, R6

**MUS 677 - Capstone Project**

Guided study of an original research or creative project, or lecture/recital.

**Prerequisites & Notes**

PREQ: approval of student's graduate committee.

Credits: 3

**MUS 679 - Lecture/Recital**

Requirements determined by the student's advisory committee.

Credits: 1, R2

**MUS 680 - Independent Study**

Independent Study

Credits: 1, R6

**MUS 689 - Internship in Secondary Education (Music)**

Supervised clinical experience in a school setting.

**Prerequisites & Notes**

Must be taken concurrently with EDCI 689 and EDCI 695.

Credits: 3, 6 or 9, R12

**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

**NAS 552 - The Roots of Health Disparities in Native American Populations**

Course discusses emergent models that associate chronic stress via historical and intergenerational trauma with chronic disease, particularly among Indigenous or colonized populations.

**Prerequisites & Notes**

PREQ: Graduate standing.

Credits: 3

**NAS 570 - Cherokee Culture and History**

Course will provide a general introduction to Cherokee culture and history with an emphasis on relationship to health and policy.

**Prerequisites & Notes**

PREQ: Graduate standing.

Credits: 3

**NAS 571 - Indigenous and Western Psychologies**

Epistemologies and world views of Southeastern Native peoples will be discussed in comparison with standard Western approaches of addressing behavioral health.

**Prerequisites & Notes**

PREQ: Graduate standing.

Credits: 3

**NAS 572 - Healing the Wounded Native Child**

Course will increase students' understanding of culturally sensitive care and key elements involved in addressing behavioral health needs of Native child and adolescent populations.

**Prerequisites & Notes**

PREQ: Graduate standing.

Credits: 3

**NAS 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

**NAS 576 - American Indian Tobacco and Substance**

Broad historic and contemporary survey of how tobacco and consciousness-altering substance usages are situated within the culture and daily lives of Southeastern Native peoples.

**Prerequisites & Notes**

PREQ: Graduate standing.

Credits: 3

**NRM 593 - Topics in NRM**

Topics in NRM

**Prerequisites & Notes**

PREQ: Permission of instructor.

Credits: 1-4, R12

**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 Nurse Educator, Family Nurse Practitioner or M.S.N. in Nursing Administration.

Credits: 2

**NSG 508 - Perspectives in International Nursing Leadership**

A comprehensive exploration of global nursing issues within a travel study opportunity to collaboratively build leadership skills and establish learning partnerships.

**Prerequisites & Notes**

PREQ: Permission of instructor.

Credits: 3

**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 or in Nursing Administration 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 Nurse Educator, Family Nurse Practitioner or M.S.N. in Nursing Administration 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 Nurse Educator, Family Nurse Practitioner, Nursing Administration, or 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 Nurse Educator, Family Nurse Practitioner or MSN in Nursing Administration 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 603 - Advanced Physical Assessment and Clinical Diagnostics**

Clinical diagnostic evaluation methods and advanced physical assessment techniques.

**Prerequisites & Notes**

PREQ: NSG 517 or permission of instructor.

Credits: 2

**NSG 604 - Dying and Palliative Care**

Analysis of psychological, social, and spiritual as they relate to dying and palliative care.

Credits: 3

**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. 1 Lecture 2 Lab.

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 Nurse Educator, Family Nurse Practitioner or M.S.N. program or permission of instructor.

Credits: 2

**NSG 629 - Foundational Sciences for Nurse Anesthesia**

Nurse Anesthesia course focused on biochemical and physical principles required for understanding anesthesia mechanisms, actions, equipment and theories as applied to nurse anesthesia practice.

**Prerequisites & Notes**

PREQ: Permission of Instructor/Admission to Nurse Anesthesia Program

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 - Advanced Pathophysiology for Nurse Anesthetists I**

Pathophysiologic disorders with emphasis on the surgical patient and implications for anesthesia management.

**Prerequisites & Notes**

PREQ: NSG 630

Credits: 3

**NSG 632 - Advanced 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 644 - Health Care Systems Management in Nursing Administration**

Management principles and applications to health care organizations.

#### **Prerequisites & Notes**

PREQ: Admission to the M.S.N. program.

Credits: 3

**NSG 645 - Cultural Competence in Nursing Administration**

Advanced knowledge of Culturally and Linguistically Appropriate Services (CLAS), cultural diversity and managing a diverse workforce.

**Prerequisites & Notes**

PREQ: Admission to the M.S.N. program.

Credits: 2

**NSG 646 - Communication and Leadership in Nursing Administration**

Exploration of nursing leadership. Students will analyze concepts of leadership and professional communication and apply leadership concepts in an administrative setting.

**Prerequisites & Notes**

PREQ: Admission to the MSN program.

Credits: 4

**NSG 647 - Outcomes Measurement in Nursing Administration**

Knowledge and tools to evaluate programs, initiate quality improvement processes, enhance patient safety initiatives, and employ outcome criteria.

**Prerequisites & Notes**

PREQ: Admission to the M.S. Nursing program.

Credits: 2

**NSG 648 - Nursing Administration in Healthcare Organizations**

Theories of organizations, the use of mission and philosophy statements, corporate culture and climate, the institutional environment and the role of the nurse administrator.

**Prerequisites & Notes**

PREQ: Admission to the M.S.Nursing program.

Credits: 3

**NSG 649 - Financial Management in Nursing Administration**

Concepts of economics and financial management for nurse administrators.

**Prerequisites & Notes**

PREQ: Admission to the M.S. Nursing program.

Credits: 3

**NSG 650 - Legal and Health Policy Aspects of Nursing Administration**

Policy and politics in healthcare, working with communities for change, and legal/regulatory aspects of healthcare management.

**Prerequisites & Notes**

PREQ: Admission to the M.S.Nursing program.

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 654 - Nursing Informatics**

Essential applications of healthcare informatics; technologies, nomenclatures and classification systems, health care documentation and, electronic medical records.

Credits: 3

**NSG 655 - Ethics in Nursing Administration**

Ethical decisions in health care settings around such issues as: staff rights, professional integrity, confidentiality, healthcare team conflicts, resource utilization, and use of power/authority.

**Prerequisites & Notes**

PREQ: Admission to the M.S.Nursing program

Credits: 2

**NSG 656 - Management of Human Resources in Nursing**

Nurse administrator will develop critical knowledge and skills in staffing, staff development and staff management issues.

**Prerequisites & Notes**

PREQ: Admission to the M.S.N. program.

Credits: 2

### **NSG 660 - 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 661 - Advanced 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 - Advanced 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**

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**

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 783 - Practicum in Nursing Administration**

Guided practice in nursing administration.

#### **Prerequisites & Notes**

PREQ: Permission of instructor.

Credits: 3 hours practicum – 180 contact hours

### **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 - Nutritional Biochemistry**

Normal nutrition in relation to biochemical and physiological functioning of macronutrients and their interrelationships.

**Prerequisites & Notes**

PREQ: ND 334, BIOL 293, and CHEM 133 or equivalent or permission of instructor.

Credits: 3

**ND 542 - Nutritional Biochemistry 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 or permission of instructor.

Credits: 3

**ND 551 - Medical Nutrition Therapy I**

Mechanisms by which diet contributes to maintenance of health, prevention and treatment of diseases of the GI tract, liver disease, and cardiovascular disease.

**Prerequisites & Notes**

PREQ: 334, BIOL 293 and Chem 133 or permission of instructor.

Credits: 3

**ND 552 - Medical Nutrition Therapy II**

Mechanisms by which diet contributes to maintenance of health, prevention and treatment of diabetes, renal disease, cancer, and plumonary diseases.

**Prerequisites & Notes**

PREQ: 451 or 551

Credits: 3

**ND 610 - Nutrition Care for the Older Adult**

Social, cultural, physiological and psychological factors which affect nutritional status of the older adult and strategies for health promotion and disease prevention.

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.

**Prerequisites & Notes**

PREQ: Permission of the instructor.

Credits: 3

**ND 633 - Community Nutrition**

Provide an understanding of the role nutrition plays in improving the quality of life with emphasis placed on relationships between research and nutrition recommendations.

**Prerequisites & Notes**

Permission of instructor.

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.

**Prerequisites & Notes**

PREQ: Permission of the instructor.

Credits: 3

**ND 636 - Protein, Carbohydrates, and Lipids**

Ingestion, digestion, absorption, and metabolism of protein, carbohydrates, and lipids.

**Prerequisites & Notes**

PREQ: Permission of the instructor.

Credits: 3

**ND 637 - Advanced Diet Therapy**

Physiological and metabolic basis for dietary modification in the treatment of disease.

**Prerequisites & Notes**

PREQ: Permission of the instructor.

Credits: 3

**ND 639 - Vitamins and Minerals**

Digestion, absorption, and metabolism of vitamins and minerals.

**Prerequisites & Notes**

PREQ: Permission of the 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: Permission of the instructor.

Credits: 2

**ND 680 - Concepts & Methods of Dietetic Practice**

Dietetic interns will build upon foundational knowledge, skills and core competencies in preparation for supervised practice practicums.

**Prerequisites & Notes**

Admission to WCU Dietetic Internship

Credits: 3

**ND 681 - Practicum in Clinical Dietetics**

Supervised on-site experience in clinical dietetics.

**Prerequisites & Notes**

PREQ: Admission to Dietetic Internship Program.

Credits: 3, R6

**ND 682 - Practicum in Administrative Dietetics**

Supervised on-site experiences in administrative dietetics.

**Prerequisites & Notes**

PREQ: Admission to Dietetic Internship Program.

Credits: 3, R6

**ND 683 - Practicum in Community Dietetics**

Supervised on-site experiences in community dietetics.

**Prerequisites & Notes**

PREQ: Admission to Dietetic Internship Program.

Credits: 3

**ND 693 - Topics in Nutrition and Food Science**

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: Permission of the instructor.

Credits: 1, R2

**PRM 580 - Independent Study**

Independent Study

Credits: 1-3, R6

**PRM 593 - Topics in Parks and Recreation Management**

Topics in Parks and Recreation Management

**Prerequisites & Notes**

PREQ: Permission of program coordinator.

Credits: 1-3, R6

**PAR 593 - Topics in Philosophy and Religion**

Topics in Philosophy and Religion

**Prerequisites & Notes**

PREQ: Permission of department head.

Credits: 1-3, R6

**HPE 605 - K-12 Public School Health Curriculum**

Advanced study of curriculum issues related to teaching health in the public school environment. Completion of curriculum development project required.

Credits: 3

**HPE 610 - Advanced Content & Strategies for School Health Intervention**

Advanced study of content and intervention strategies related to teaching health in the public school environment.

Credits: 3

**HPE 696 - Seminar/Practicum in Health & Physical Education**

Capstone course of issues in health and physical education. An appropriate practical experience for the graduate student.

Credits: 3

**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: EDRS 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

**PT 811 - Physical Therapy Science I**

Patient care skills: documentation, education, communication, joint range of motion, body mechanics, manual muscle testing, positioning, transfers, assisted gait, wheelchairs, basic exercise, and infection control.

**Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 3 SH

**PT 812 - Physical Therapy Science II**

Principles of therapeutic exercise and application to various disorders; lower extremity goniometry and manual muscle testing; physical therapy management of cardiovascular/pulmonary conditions.

**Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 4 SH

**PT 813 - Physical Therapy Science III**

Comprehensive study of physical agents and electrotherapeutic applications as applied to physical therapy management of various conditions; overview of physical therapy services in acute care environment.

**Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 3 SH

**PT 814 - Physical Therapy Science IV**

Comprehensive study of conditions commonly requiring physical therapy management including wound care, amputated limbs, rheumatology, women's health, and urinary incontinence.

**Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 3 SH

**PT 815 - Medical Management & Diagnostics**

Principles of medical screening including interpretation of diagnostic imaging and understanding pharmacology as applied to physical therapy.

**Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 2 SH

**PT 821 - Human Anatomy I**

Advanced study of the upper body to include the musculoskeletal, cardiopulmonary, integumentary, nervous, and circulatory systems as well as abdominal structures.

**Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 3 SH

**PT 822 - Human Anatomy II**

Advanced study of the lower body to include the musculoskeletal, integumentary, nervous, and circulatory systems.

**Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 2 SH

**PT 822 - Human Anatomy II**

Advanced study of the lower body to include the musculoskeletal, integumentary, nervous, and circulatory systems.

**Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 2 SH

**PT 823 - Clinical Biomechanics I**

Clinical biomechanics of the head, spine, shoulder joint complex, elbow joint complex and the joints of the wrist and hand.

**Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior major coursework in the lockstep curriculum.

Credits: 4 (3 lecture 2 lab)

**PT 824 - Clinical Biomechanics II**

Clinical biomechanics of the lumbopelvic region, hip joint, knee joint and the foot and ankle joints.

**Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 4 SH

**PT 825 - Clinical Biomechanics III**

Clinical biomechanics of normal and pathological human gait.

**Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 3 SH

### **PT 826 - Cardiovascular and Pulmonary Physical Therapy**

Integration of knowledge from medical and physical therapy sciences to perform physical therapy examination, evaluation and intervention for patients with cardiovascular and/or pulmonary dysfunction.

#### **Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

(1 lecture/2 lab)

Credits: 2 SH

### **PT 827 - Pediatric Physical Therapy I**

Foundations of pediatric physical therapy in family-centered model; focus on normal/abnormal development; assessment and standardized testing; practice in educational environments; and intervention for cardiovascular/pulmonary disorders.

#### **Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 2 SH

### **PT 831 - Exercise Physiology**

Study of cardiovascular/pulmonary conditions; principles and clinical applications of exercises physiology across the lifespan.

#### **Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 3 SH

### **PT 832 - Human Pathophysiology**

Pathophysiology of the human body at the cellular, tissue and system levels.

#### **Prerequisites & Notes**

PREQ: Admission to the physical therapy program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 3 SH

### **PT 835 - Administration & Management of Physical Therapy Practice**

Study of administration and management of physical therapy practice in various settings. Healthcare system; organizational structure; facility, fiscal, and human resource management; legal aspects.

#### **Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 3 SH

**PT 841 - Research Methods and Statistics I**

Introduction to disciplined inquiry in physical therapy. Emphasis on critical appraisal of health care literature and clinical design.

**Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 2

**PT 842 - Research Methods and Statistics II**

Intermediate level of discipline inquiry in physical therapy. Emphasis on critical appraisal of healthcare literature and clinical research design.

**Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 2 SH

**PT 843 - Research Methods and Statistics III**

Advanced disciplined inquiry in physical therapy. Emphasis on critical appraisal of the health care literature and clinical research design.

**Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 2 SH

**PT 844 - Research Methods and Statistics IV**

Advanced disciplined inquiry in physical therapy. Emphasis on critical appraisal of the health care literature and clinical research design.

**Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 2 SH

**PT 861 - Motor Behavior**

Comprehensive study of theories, principles, and research concerning motor development, learning, and control in general and special populations; emphasis on intervention for clients across lifespan.

**Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 2 SH

**PT 883 - Clinical Practicum**

Assignment to a clinical setting with supervision by a designated licensed physical therapist to gain practical experience with health-care delivery systems and physical therapy practice. S/U grading with IP.

**Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior course work in the lockstep curriculum.

Credits: 3 SH

**PT 884 - Clinical Practicum II**

Assignment to a clinical setting with supervision by a designated licensed physical therapist to gain practical experience with health-care delivery systems and physical therapy practice. S/U grading with IP. (6 weeks)

**Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 3 SH

**PT 895 - Professional Practice I**

Investigation and discussion of issues impacting physical therapy practice; definition of profession; organization and impact of APTA; professional behaviors; portfolio development. Seminar.

**Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 2 SH

**PT 896 - Professional Practice II**

Investigation and discussion of issues impacting physical therapy practice; psychosocial aspects of disability; effective interaction with patients/caregivers; intervention by healthcare team; portfolio development. Seminar.

**Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 1 SH

**PT 899 - Doctoral Project**

Integration of physical therapy knowledge and skills focused on specific area of disciplines inquiry or service; goals and methods determined with faculty advisor. Directed study. S/U grading.

**Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 2 (R4)

**PT 920 - Capstone Course**

Comprehensive case study presentation; curriculum and program assessment; graduate performance assessment; professional portfolio completion/submission; and continuing education. S/U grading.

**Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 1 SH

**PT 921 - Neuroanatomy**

In-depth study of the human nervous systems with emphasis on structure and function.

**Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 2 SH

**PT 922 - Neuroscience**

Application of neuroanatomy and physiology to neuropathology and comprehensive clinical cases. Emphasis on neural basis of movement and motor control.

**Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 2 SH

**PT 923 - Neuromuscular Physical Therapy I**

Physical therapy management for persons with neuromuscular disorders. Lecture and laboratory focus on stroke, balance dysfunction, selected neuromuscular diseases, rehabilitation models, and contemporary research application.

**Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 4 SH

### **PT 924 - Neuromuscular Physical Therapy II**

Physical therapy management for persons with neuromuscular disorders. Lecture and laboratory focus on brain and spinal cord injury, selected neuromuscular diseases, and contemporary research application.

#### **Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 3 SH

### **PT 927 - Pediatric Physical Therapy II**

Management of infants and children with musculoskeletal and neuromuscular disorders; emphasis on neuropathology, examination, evaluation, physical therapy diagnosis, prognosis and intervention.

#### **Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 3 SH

### **PT 930 - Health Promotion & Wellness**

Theoretical foundation for health promotion, disease prevention, and maintenance of function across the lifespan. Emphasis on application of health promotion concepts to physical therapy practice.

#### **Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 2 SH

### **PT 945 - Physical Therapy for Older Adults**

Discussion of medical, social, and behavioral issues related to care of adults. Emphasis on the chronic and complex needs unique to aging.

#### **Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 2 SH

### **PT 951 - Musculoskeletal Physical Therapy I**

Integration of knowledge from the physical therapy sciences to perform physical therapy assessment and intervention for clients with musculoskeletal dysfunction of the extremities.

#### **Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 4 SH

**PT 952 - Musculoskeletal Physical Therapy II (Spine)**

Integration of knowledge from the physical therapy sciences to perform physical therapy assessment and intervention for clients with musculoskeletal dysfunction of the spine.

**Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 4 SH

**PT 954 - Clinical Reasoning**

Advanced clinical decision making in complex case studies; medical screening/referral; physical therapy examination, evaluation, diagnosis, prognosis and intervention; patient/family circumstances and resources.

**Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 3 SH

**PT 983 - Clinical Practicum III**

Assignment to a clinical setting with supervision by a designated licensed physical therapist to gain practical experience with healthcare delivery systems and physical therapy practice. S/U grading. (10 weeks)

**Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 5 SH

**PT 984 - Clinical Practicum IV**

Assignment to a clinical setting with supervision by a designated licensed physical therapist to gain practical experience with healthcare delivery systems and physical therapy practice. S/U grading.

**Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 6

**PT 997 - Professional Practice III**

Investigation and discussion of issues impacting physical therapy practice; professional ethics; moral reasoning; portfolio development. Seminar.

**Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 2 SH

**PT 998 - Professional Practice IV**

Investigation and discussion of issues impacting physical therapy practice; effective interaction with clients and their caregivers; emphasis on competency with diverse populations; portfolio development.

**Prerequisites & Notes**

PREQ: Admission to the Physical Therapy Program and successful completion of all prior coursework in the lockstep curriculum.

Credits: 1 SH

**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 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**

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 669 - Legal Issues in Public Affairs**

Legal Issues in Public Affairs

Credits: (3)

**PSC 693 - Topics in Political Science**

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 - Fundamentals of Project Management**

An overview of the project management discipline, project phases, and knowledge areas; the strategic context of projects. Introduction to project management tools and techniques.

#### **Prerequisites & Notes**

PREQ: Completion of prerequisites PM 500, 505, 515 or their equivalent.

Credits: 6

### **PM 652 - Project Selection and Initiation**

Strategic context for selection. Issues involved in project initiation. Selection of appropriate contracts for managing identical risks; principles of negotiations for procurement and contracting.

#### **Prerequisites & Notes**

PREQ: 650.

Credits: 6

### **PM 654 - Project Planning**

Preparation of a team project plan by defining the WBS, interdependencies, allocating resources, estimating costs; planning risk, quality and integrated change control and Critical Chain.

#### **Prerequisites & Notes**

PREQ: 650.

Credits: 6

### **PM 656 - Project Plan and Implementation**

Project baseline and approval of the master plan. Legal aspects of planning. Introduction to project control systems; earned value, change management, quality management and control.

**Prerequisites & Notes**

PREQ: 650.

Credits: 6

**PM 658 - Project Execution and Closeout**

Interpersonal and group skills for project execution. Leadership and management roles and project team development. Project audit and quality assurance. Project closeout and lesson learned.

**Prerequisites & Notes**

PREQ: 650.

Credits: 6

**PM 660 - Advanced Project Management Practices**

Design, development and the role of the Project Management; portfolio management and project management maturity. Scholarly pursuit of research on advanced topics of PM.

**Prerequisites & Notes**

PREQ: PM 650, PM 652, PM 654, PM 656 and PM 658.

Credits: 6

**PMC 610 - Project Planning and Estimating**

Identification of a project for authorization and development of the initial plans for the project including estimating techniques and estimating models.

Credits: 3

**PMC 620 - Project Schedule, Risk and Contracts**

Schedule development, modifications and cost-schedule interrelations, and use of contracts.

Credits: 3

**PMC 630 - Project Change Management**

Realistic midstream project progress assessment and managing the inevitable changes to the project.

Credits: 3

**PMC 640 - Managing Enterprise Projects**

Managing multiple projects and the challenges of enterprises in providing the infrastructure for the projects.

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 - Child Psychopathology**

Etiology, characteristics, assessment, and treatment of psychological problems of childhood and adolescence: learning, behavioral, affective and psychotic disorders.

**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 622 - Academic Interventions and Settings**

This course explores concepts of learning within different academic contexts, evidenced-based academic interventions, and progress monitoring. Opportunities for research and application will be included.

Credits: 3

**PSY 623 - School-Based Consultation**

Models of consultation and the development of effective consultative skills in working with individuals and groups.

**Prerequisites & Notes**

PREQ: Admission to psychology graduate.

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 statistical software usage. Lab included.

#### **Prerequisites & Notes**

PREQ: 251 or equivalent.

Credits: 4

### **PSY 652 - Advanced Research Methods: Design and Communication**

Experimental designs, literature review, scientific writing styles, planning, writing; research proposal, statistical analysis of data; computer applications; scientific ethics and standards. 2 Lecture 1 Lab.

#### **Prerequisites & Notes**

PREQ: 651.

Credits: 3

### **PSY 661 - Psychological Assessment I**

Includes the development of basic foundational skills; the administration, scoring and interpretation of major intellectual, academic, and social-emotional measurements; and professional ethics related to assessment.

#### **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 - Empirically Based Treatments**

The major theoretical perspectives in psychotherapy and their applications, focusing on evidence-based interventions; multi-cultural perspectives; professional ethics and standards related to service delivery.

**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: Both sections of PSY 686 with a grade of B or better.

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: Both sections of PSY 686 with a grade of B or better.

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**

Topics in Psychology

**Prerequisites & Notes**

PREQ: permission of instructor.

Credits: 3, R9

**PSY 695 - Advanced Professional Issues**

In-depth exploration of current educational issues and the role of school psychologists as change agents in school settings.

**Prerequisites & Notes**

PREQ: Admission to graduate program in school psychology or permission of instructor.

Credits: 3

**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 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 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

**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 575 - Conflict Management in the Public Sector**

The course discusses conflict management techniques for public disputes and conflicts encountered by public and non-profit leaders.

Credits: 3

**PA 580 - Readings in Public Affairs**

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 655 - Grant-Writing for Public Affairs**

An applied introduction to grants and grant-writing in government and nonprofit organizations.

Credits: 3

**PA 665 - Performance Measurement**

This course explores the theoretical foundations and practical applications of performance measurement and management techniques.

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 - Public Financial Management**

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 679 - The Practice of Government Planning**

This course examines theory, concepts, techniques and procedures in the practice of planning.

Credits: 3

**PA 685 - Internship in Public Affairs**

Credits: 3, R6

**PA 693 - Topics in Public Affairs**

Topics in Public Affairs

Credits: 3, R9

**PA 699 - Public Affairs Capstone Experience**

Students will work on a capstone research project that will address a real problem in local government or nonprofit administration in the region.

Credits: 3

**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

**PA 793 - Advanced Topics in Public Affairs**

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**Prerequisites & Notes**

PREQ: Permission of instructor and student's graduate program advisor.

Credits: 3, R9

**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 620 - Word Study**

Word study for spelling, phonics, and vocabulary instruction.

Credits: 3

**EDRD 631 - Intensive Study of Writing**

Writing instruction across the curriculum.

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 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

**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**

Topics in Science Education

Credits: 1-3, R6

**SCI 594 - Topics in Science Education**

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.

**Prerequisites & Notes**

PREQ: Acceptance into the MSW program

Credits: 3

**SOCW 510 - Social Work With Groups**

Knowledge, skills, and values that underlie contemporary social work practice with groups.

Credits: 3

**SOCW 515 - Social Work and Mental Health**

The mental health system, issues, history, common diagnoses, emphasis on the strengths perspective.

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 522 - Methods of Substance Abuse Treatment**

Methods course that teaches knowledge and skills needed to work effectively in a variety of clinical settings specific to substance abuse.

**Prerequisites & Notes**

PREQ: SOCW 520 or COUN 617.

Credits: 3

**SOCW 524 - Cultural Competence in Substance Abuse Practice**

Overview of unique problems and needs related to substance abuse treatment among diverse populations; application of culturally sensitive intervention strategies.

Credits: 3

**SOCW 525 - Science of Addiction**

Biological basis of addiction; physiological and psychological effects of substance abuse.

**Prerequisites & Notes**

PREQ: SOCW 520 or COUNS 617.

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 527 - Trauma-Informed Social Work with Children**

This course will introduce students to the core concepts (general theory and foundational knowledge), informing evidence-based assessment and intervention for traumatized children and adolescents who are in the child welfare system. Trauma is broadly defined, and includes children and adolescents exposed to traumatic events including, abuse and neglect and witnessing interpersonal crime (e.g. domestic violence), community violence and other traumatic events who have come into contact with the child welfare system. The course will highlight the role of development, culture and empirical evidence in trauma-specific assessment, referral and interventions with children, adolescents and their families within a child welfare context. It will address the level of functioning of primary care giving environments and assess the capacity of the community and the child welfare system to facilitate restorative processes.

Credits: 3

**SOCW 528 - School Social Work: Policy and Practice**

An examination of public school policy and practice. Current laws, professional standards, program development and evaluation are covered.

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 530 - Social Work in the Health Field**

Skills for practice in health care settings.

Credits: (3)

**SOCW 534 - Human Behavior in the Social Environment**

Multi-dimensional perspective on human behavior in the social environment and bio-psycho-social development across the life span.

**Prerequisites & Notes**

PREQ: Acceptance into the MSW Program.

Credits: 3

**SOCW 535 - Research I**

Research methods, problems, issues and designs.

**Prerequisites & Notes**

PREQ: Acceptance into the MSW program

Credits: 3

**SOCW 545 - International Social Welfare**

Current trends and social issues, problems and solutions in countries around the world.

Credits: 3

**SOCW 551 - Social Policy**

Overview of social policy analysis, programs, legal implications.

**Prerequisites & Notes**

PREQ: Acceptance into the MSW program

Credits: 3

**SOCW 553 - Foundations of Social Work Practice**

Overview of social work, methods, fields of practice, advanced generalist practice.

**Prerequisites & Notes**

PREQ: Acceptance to the MSW Program.

Credits: 3

**SOCW 562 - Direct Practice with Individuals, Families & Groups**

Overview of generalist social work practice and fundamental skills for work with small client systems.

**Prerequisites & Notes**

PREQ: Acceptance into the MSW program

Credits: 3

**SOCW 564 - Generalist Practice: Communities and Organizations**

Application of social work knowledge, values and skills to practice: communities and organizations.

**Prerequisites & Notes**

PREQ: Acceptance into the MSW program

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.

**Prerequisites & Notes**

PREQ: Acceptance into the MSW program

Credits: 6

**SOCW 594 - Topics in Social Work**

Credits: 1-3, R9

**SOCW 627 - Advanced Social Work Practice With Individuals, Families and Groups**

Advanced generalist practice skills with individuals, families and groups.

**Prerequisites & Notes**

PREQ: Acceptance into the MSW program

Credits: 3

**SOCW 635 - Research II**

Advanced research methods in Social Work.

Credits: 3

**SOCW 653 - Advanced Standing Bridge Course**

Overview of social work principles and skills covered in the professional foundation.

**Prerequisites & Notes**

Prerequisite: Acceptance into the Advanced Standing Program

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.

**Prerequisites & Notes**

PREQ: Acceptance into the MSW program

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 and Integrative Seminar I**

Supervised practicum in a social service agency or organization to apply theory and practice knowledge at the advanced level.

**Prerequisites & Notes**

S/U grading. PREQ: Acceptance into the MSW program

Credits: 6

**SOCW 687 - Advanced Field Practicum and Integrative Seminar II**

Supervised practicum in a social service agency or organization to apply theory and practice knowledge at the professional level.

**Prerequisites & Notes**

S/U grading.

Credits: 6

**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**

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**

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 - Educational Programs for Students with Learning Problems**

Advanced approaches and methods for teaching students with learning problems.

**Prerequisites & Notes**

PREQ: 401 or permission of instructor.

Credits: 3

**SPED 506 - Advanced Methods to Teach Students with High Incidence Disabilities**

Characteristics, needs, and advanced methods of teaching students with mild to moderate disabilities in the general curriculum.

Credits: 3

**SPED 507 - Behavioral and Social Needs of Exceptional Learners in the General Curriculum**

Principles and techniques of individual behavior management in the general curriculum.

**Prerequisites & Notes**

PREQ: Must be accepted into the MAT program.

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 Intellectual Disabilities**

Study of educational programs and services for students with intellectual disabilities.

Credits: 3

**SPED 530 - Assessment and Functional Skill Instruction in the Adapted Curriculum**

Provides information on how to assess and teach daily living skills to students with significant intellectual disabilities.

**Prerequisites & Notes**

COREQ: SPED 587 or SPED 687.

Credits: 3

**SPED 532 - Assessing the Adapted Curriculum**

Methods for teaching academics to students with severe/profound and multiple 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 - Culturally Responsive Classroom Management for Exceptional Learners**

Theories and practices for creating and managing positive and culturally responsive classrooms.

Credits: 3

**SPED 562 - Best Practices for Teaching Reading & Written Language to Exceptional Learners**

Methods and techniques for teaching reading to exceptional learners in the general curriculum.

Credits: 3

**SPED 563 - Best Practices for Teaching Mathematics to Exceptional Learners**

Methods and techniques for teaching mathematics to exceptional learners in the general curriculum.

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**

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 605 - Social & Emotional Curriculum for Gifted Students**

Methods for developing social-emotional curricula for use with gifted learners in the school setting.

**Prerequisites & Notes**

PREQ: SPED 571 or permission from the instructor.

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 Intellectual Disabilities**

Objectives, methods, and materials for students with mild to moderate intellectual disabilities.

Credits: 3

**SPED 631 - Assessment of Exceptional Learners in the General Curriculum**

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 633 - Collaboration with Families and Professionals**

Developing collaborative teams of parents, teachers, other professionals and paraprofessionals for the education and support of individuals with disabilities.

**Prerequisites & Notes**

PREQ: Registration is restricted to students enrolled in a MAT or MAED degree program.

Credits: 3

**SPED 635 - Introduction to Autism Spectrum Disorders**

Characteristics of students with autism and related issues.

Credits: 3

**SPED 636 - Evidence-Based Methods for Teaching Students with Autism Spectrum Disorders**

Strategies for educating students with autism will be described and practiced.

Credits: 3

**SPED 639 - Teaching Exceptional Learners in Inclusive Classrooms**

Methods and techniques for teaching exceptional learners in the general curriculum.

Credits: 3

**SPED 640 - Universal Design for Learning**

The study and application of Universal Design for Learning to address accommodations and modifications for diverse learners.

Credits: 3

**SPED 681 - Teaching Students with Learning Problems**

Exploration of emerging theories and research influencing the teaching of individuals with learning disability problems.

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: Must be accepted into the MAT or MAEd program.

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: Must be accepted to the MAT program.

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: 1-3

**SPED 793 - Special Topics in Special Education**

Special topics relevant to Special Education.

Credits: 1-3, R6

**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**

Topics in Graduate Education

Credits: 1-3, R6

**UE 501 - University Experience**

Introduction to an online learning environment. Emphasis on online resources, skills for success and community building.

Credits: (0)