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.

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GRADUATE SCHOOL CALENDAR

Fall Semester 2005

August 18, Thursday, 4:30-6:30 p.m.
August 21, Sunday, 10 a.m.
August 23, Tuesday, 8 a.m.-4 p.m.

August 23, Tuesday, 8:30 a.m.-1 p.m.
August 23, Tuesday, 1:30-3 p.m.
August 24, Wednesday, 8 a.m.

August 24-August 30, Wednesday-Tuesday
September 3-September 5, Saturday-Monday
September 6, Tuesday, 8 a.m.
September 28, Wednesday

October 12-16, Wednesday-Sunday
October 17, Monday, 8 a.m.
October 21, Friday

October 24-November 11, Monday-Friday
November 18, Friday

November 23-November 27, Wednesday, 8 a.m.-Sunday
November 28, Monday, 8 a.m.
November 28, Monday

December 9, Friday
December 10-16, Saturday-Friday
December 17, Saturday, 2 p.m.
December 18, Sunday

Spring Semester 2006

January 5, Thursday, 4:30-6:30 p.m.
January 6, Friday, 9 a.m.
January 6, Friday, 9 a.m.-4 p.m.

January 9, Monday, 8 a.m.
January 9-13, Monday-Friday

1 A late registration fee of $10 will be charged
January 16, Monday
February 13, Monday
March 6-12, Monday-Sunday
March 13, Monday, 8 a.m.
March 13, Monday
March 20-April 7, Monday-Friday
April 12, Wednesday
April 13-16, Thursday, 8 a.m.-Sunday
April 17, Monday
April 17, Monday-August 4, Friday
April 24, Monday
April 28, Friday
April 29-May 5, Saturday-Friday
May 6, Saturday, 2 p.m.
Spring holiday
Classes resume
Last day for students completing programs in summer or fall to file applications for graduation in the Graduate School
Academic advising for summer and fall semester and early registration in Cullowhee
Last day for completed theses/dissertations to be submitted to the Graduate School for students completing degree requirements in May
Easter holiday
Classes resume
Last day for written results of comprehensive examination(s) to be submitted to the Graduate School for students completing degree requirements in May
Last day of regular class meetings
Final examinations for all classes/semester ends
Commencement

Summer Term 2006
May 8-23, Monday-Tuesday
May 8-July 5, Monday-Wednesday, 8 a.m.-5 p.m.
May 31, Wednesday, 9 a.m.-4 p.m.
June 1, Thursday, 8 a.m.
June 1, Thursday-August 4, Friday
June 1, Thursday-July 5, Wednesday
July 4, Tuesday
July 6, Thursday, 9 a.m.-4 p.m.
July 6, Thursday, 8 a.m.
July 6, Thursday-August 4, Friday
July 14, Friday
July 17, Monday
August 4, Friday, 7 p.m.
Mini-session
Assisted registration for Asheville classes, WCU office, 120 Karpen Hall, UNC-Asheville
Registration in Cullowhee in the Graduate School
Classes begin
Summer session (ten-week session)
First summer session (five-week session)
Independence Day holiday
Registration in Cullowhee in the Graduate School
Classes begin
Second summer session (five-week session)
Last day for completed theses/dissertations to be submitted to the Graduate School for students completing degree requirements in August
Last day for written results of comprehensive examination(s) to be submitted to the Graduate School for students completing degree requirements in August
Commencement
TELEPHONE NUMBERS

Area Code 828

Graduate School ................................................................. 227-7398
Bookstore ........................................................................... 227-7346
Career Services ................................................................. 227-7133
Colleges
  College of Applied Sciences ........................................ 227-7271
  College of Arts and Sciences ........................................ 227-7646
  College of Business ......................................................... 227-7412
  College of Education and Allied Professions .................. 227-7311
Honors College ................................................................. 227-7383
Employment, Student ....................................................... 227-3888
Fees ................................................................................. 227-7334
Financial Aid, Loans, Scholarships .................................... 227-7290
Food Services ................................................................. 227-7396
Fraternities, Sororities, Clubs ........................................... 227-7206
International Students ..................................................... 227-7494
Provost Office ................................................................. 227-7495
Registrar, Student Records, Transcripts ......................... 227-7232
Residential Living ............................................................ 227-7303
Student Affairs ............................................................... 227-7234
Veterans Affairs ............................................................... 227-7232
# GRADUATE DEGREE PROGRAMS

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<th>Supervising Department</th>
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<tr>
<td>Accountancy/M.Ac.</td>
<td>GMAT or GRE</td>
<td>College of Business</td>
</tr>
<tr>
<td>Art/M.F.A.</td>
<td></td>
<td>Art</td>
</tr>
<tr>
<td>Biology/M.S.</td>
<td>GRE Gen.</td>
<td>Biology</td>
</tr>
<tr>
<td>Business Administration/ M.B.A.</td>
<td>GMAT</td>
<td>College of Business</td>
</tr>
<tr>
<td>Chemistry/M.S.</td>
<td>GRE Gen.</td>
<td>Chemistry and Physics</td>
</tr>
<tr>
<td>College Student Personnel/ M.Ed.</td>
<td>GRE Gen.</td>
<td>Educational Leadership and Foundations</td>
</tr>
<tr>
<td>Communication Sciences and Disorders M.S.</td>
<td>GRE Gen.</td>
<td>Human Services</td>
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<tr>
<td>Biology*</td>
<td>GRE Gen.</td>
<td>Biology; Educational Leadership and Foundations</td>
</tr>
<tr>
<td>Chemistry*</td>
<td>GRE Gen.</td>
<td>Chemistry and Physics; Educational Leadership and Foundations</td>
</tr>
<tr>
<td>Elementary Education*/ **</td>
<td>GRE Gen.</td>
<td>B-K, Elementary and MGE</td>
</tr>
<tr>
<td>English*</td>
<td>GRE Gen.</td>
<td>English; Educational Leadership and Foundations</td>
</tr>
<tr>
<td>Mathematics*</td>
<td>GRE Gen.</td>
<td>Mathematics and CS; Educational Leadership and Foundations</td>
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<tr>
<td>Middle Grades Education*</td>
<td>GRE Gen.</td>
<td>B-K, Elementary and MGE</td>
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<tr>
<td>Music*</td>
<td>GRE Gen.</td>
<td>Music; Educational Leadership and Foundations</td>
</tr>
<tr>
<td>Physical Education*</td>
<td>GRE Gen.</td>
<td>Health and Human Performance</td>
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<tr>
<td>Reading*/**</td>
<td>GRE Gen.</td>
<td>B-K, Elementary and MGE</td>
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<tr>
<td>Social Sciences*</td>
<td>GRE Gen.</td>
<td>History; Educational Leadership and Foundations</td>
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<tr>
<td>Special Education*</td>
<td>GRE Gen.</td>
<td>Human Services</td>
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<td>Behavior Disabilities</td>
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<td>Mental Retardation</td>
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<td>Severe/Profound Disabilities</td>
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<td>Construction Management/ M.C.M.</td>
<td>GMAT or GRE</td>
<td>Engineering and Technology</td>
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<tr>
<td>Counseling</td>
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<td>Human Services</td>
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<tr>
<td>School Counseling/ M.A.Ed.*</td>
<td>GRE Gen.</td>
<td>Human Services</td>
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<tr>
<td>Community Counseling/ M.S.</td>
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<tr>
<td>Educational Supervision</td>
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<tr>
<td>Instructional Technology Specialist-Computers/ M.A.Ed.*</td>
<td>GRE Gen.</td>
<td>B-K, Elementary and Middle Grades Education; Educational Leadership and Foundations</td>
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*Programs leading to recommendation for North Carolina teacher licensure.

**Elementary Education and Reading do not have M.A.T.
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<tr>
<th>Programs/Degrees</th>
<th>Admission Tests</th>
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<tbody>
<tr>
<td>English/M.A.</td>
<td>GRE Gen.</td>
<td>English</td>
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<tr>
<td>English/Two-Year College Teaching/M.A.Ed.</td>
<td>GRE Gen.</td>
<td>Educational Leadership and Foundations</td>
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<tr>
<td>Entrepreneurship/M.E.</td>
<td>GMAT or GRE</td>
<td>College of Business</td>
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<tr>
<td>Health Sciences/M.H.S.</td>
<td>GRE Gen.</td>
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<tr>
<td>History/M.A.</td>
<td>GRE Gen.</td>
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<tr>
<td>Human Resources/M.S.</td>
<td>GRE Gen.</td>
<td>Human Services</td>
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<tr>
<td>Individually Approved</td>
<td>GRE Gen.</td>
<td>Educational Leadership and Foundations; Subject Specialist Department</td>
</tr>
<tr>
<td>Multidisciplinary Studies</td>
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<tr>
<td>Two-Year College Teaching/M.A.Ed.</td>
<td>GRE Gen.</td>
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<tr>
<td>Junior and Community College Teaching/M.A.Ed.</td>
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<tr>
<td>Mathematics/Two-Year College</td>
<td>GRE Gen.</td>
<td>Mathematics and Computer Science; Educational Leadership and Foundations</td>
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<tr>
<td>College Teaching/M.A.Ed.</td>
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<tr>
<td>Music/M.M.</td>
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<td>Music</td>
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<tr>
<td>Nursing/M.S.N.</td>
<td>GRE Gen.</td>
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<td>Physical Education, Two-Year College</td>
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<td>Physical Therapy/M.P.T.</td>
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<td>Physical Therapy</td>
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<tr>
<td>Project Management/M.P.M.</td>
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<td>College of Business</td>
</tr>
<tr>
<td>GMAT or GRE</td>
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<td>Psychology</td>
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<tr>
<td>Clinical/M.A.</td>
<td>GRE Gen.</td>
<td>Psychology</td>
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<tr>
<td>General-Experimental/M.A.</td>
<td>GRE Gen.</td>
<td></td>
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<tr>
<td>School/M.A. (Level II)*</td>
<td>GRE Gen.</td>
<td>Psychology</td>
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<tr>
<td>Public Affairs/M.P.A.</td>
<td>GRE Gen.</td>
<td>Political Science and Public Affairs</td>
</tr>
<tr>
<td>School Administration/M.S.A.*</td>
<td>GRE Gen.</td>
<td>Educational Leadership and Foundations</td>
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<tr>
<td>Technology/M.S.</td>
<td>GRE Gen.</td>
<td>Engineering and Technology</td>
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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, masters, or doctoral levels. As a regional comprehensive 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

Teaching and learning constitute the central mission of Western Carolina University. The university seeks to create a community of scholarship in which the activities of its members are consistent with the highest standards of knowledge and practice in their disciplines.

The commitment of the community to service, research, and creative activities complements the central mission and extends the benefits of its scholarship to society. As a major public resource for Western North Carolina, the university assists individuals and agencies in the region through the expertise of its faculty, its staff, and its students.

Aspirations

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

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

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

To encourage and protect the free and open interchange of ideas, the university strives to provide experiences that foster the development of respect among all its members toward the larger communities of which it is a part. Accordingly, the university encourages its students, faculty, and staff to display the following traits of citizenship:

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

Location

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 about 387 serves a student body of almost 8,400 in resident-credit and extension classes.

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

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

**Governance**

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 doctor's 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 Allied Health Education Programs-Athletic Training-candidacy status
- Commission on Accreditation in Physical Therapy Education
- Commission on Collegiate Nursing Education (CCNE)
- Council for Accreditation of Counseling and Related Educational Programs
- 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 School Psychologists
- National Association of Schools of Music
- National Council for Accreditation of Teacher Education
- National Council for Teachers of English
- National Kitchen and Bath Association Endorsement
- North American Society for Sport Management/National Association of Sport and Physical Education
- North Carolina Board of Nursing
- North Carolina Criminal Justice Education and Training Standards Commission
- North Carolina Department of Public Instruction
Project Management Institute, Inc.
Technology Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc. (Manufacturing Engineering Technology and Electronics Engineering Technology)

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

Academy of Criminal Justice Sciences
American Association of Colleges for Teacher Education
American Association of Colleges of Nursing
American Association of Higher Education
American Association of State Colleges and Universities
American Council on Education
American Society of Allied Health Professions
Association for Theatre in Higher Education
Association for Continuing Higher Education
Association of Governing Boards of Universities and Colleges
College Entrance Examination Board
Conference of Southern Graduate Schools
Cooperative Education Association
Council of Applied Masters Programs in Psychology
Council of Graduate Schools in the United States
Institute for International Education, Inc.
International Council for Small Business
Mathematics Association of America
National Association of 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 of Colleges and Universities
North Carolina Bar Association
North Carolina Political Science Association
Southeastern Theatre Conference
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
GRADUATE STUDENT LIFE

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

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

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

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

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

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

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

Refund Policy. Students who have paid the advance housing payment and choose not to attend Western are eligible for a 100 percent refund if notification of cancellation is received prior to June 1 (December 1 for spring). Cancellations received after June 1 and prior to acceptance of residence hall room keys (or the first day of classes) will be subject to a $50 administrative processing fee. Students who move out of the residence halls after acceptance of keys will be eligible for a pro-rated refund, but they will be assessed a $200 breach of contract fee.

Housing for Married and Graduate Students. Robertson Hall is available for married students, and consists of 37 efficiency and 5 one-bedroom apartments. Madison Hall is available for graduate students and offers 41 private rooms with private baths and is an air-conditioned, nonsmoking hall.
Residence Hall Regulations. The Department of Residential Living, in order to provide a positive environment conducive to individual and community living and learning, has established specific policies and regulations related to personal conduct. These policies are available in the Student Handbook. In an effort to meet a variety of student desires and needs, each residence hall may have variations of certain policies, including visitation hours and smoking options. Please refer to the Student Handbook upon move-in to familiarize yourself with these policies and regulations, as well as student rights and responsibilities.

Off-Campus Housing. Students who plan to live off campus must make their own living arrangements. Students who move from the residence halls to off-campus locations must officially check out of their residence hall rooms and are subject to a breach of contract fee of $200 if the move occurs during the period of the Residence Hall Agreement. Students living off campus are still governed by the rules and regulations of the University while on campus.

Dining

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

- Brown Cafeteria (on the upper campus)
- Cyber Cafe (Dodson)
- Dodson Cafeteria (on the lower campus)
- Hinds University Center Food Court
- Java City (Hunter Library) and Java City (University Center)
- Convenience Store located at both Dodson and Brown

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

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

The various food service plans offered are described in the fees section of this catalog. For additional information and frequently asked questions, visit the Dining Web site under Life on Campus at www.wcu.edu.

Law Enforcement

The University Police Department is responsible for providing law enforcement, criminal investigation, and security services on campus. University Police Department 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; non-emergencies may be reported by dialing 227-7301. Reports may also be filed by visiting the University Police Department, located in the University Outreach Center Annex, or by contacting an officer on patrol. Officers may also be summoned by activating any of the emergency blue-light callboxes, which are placed at various locations throughout campus.

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

Traffic and Parking. The University Police Department is responsible for the administration of WCU’s parking system, vehicle registration, and traffic and parking regulations enforcement. State statutes provide that campus traffic and parking regulations have the force 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 University Police Traffic Office and display a current decal or visitor’s permit on that vehicle. Parking and traffic regulations literature is made available in the Traffic Office, located in the University Outreach Center Annex. These same regulations are made available online at http://police.wcu.edu.

The Traffic and Security Committee, composed of students, faculty, and staff, functions as an appellate board for faculty and staff members wishing to contest parking citations which they have received. Appeals concerning student violations are heard by a similar SGA appellate committee. Citation appeal forms are available in the Traffic Office. For more information, contact the University Police and Traffic Services Office at 227-7301, between 8 a.m. and 5 p.m., Monday-Friday.

Health Services

Routine medical care is provided by the University Health Center. General health care is provided free of charge through payment of the student health fee. The Health Center offers a comprehensive women’s health clinic and a limited pharmacy program for students. There is a charge for these specialty services. Students enrolled in less than six hours may be subject to additional charges for special procedures and lab work.

The Health Center does not assume responsibility for complicated or chronic mental or physical illness, surgical and dental operations, X-ray procedures, and needs that require the care of specialists. However, referral service is available.

The Center’s medical staff include physicians, physician assistants, registered nurses, laboratory personnel, a nutritionist, and a wellness coordinator. The Health Center is located in the Bird Building where consultation hours are posted. For emergency referrals and health service information, please call 828-227-7640. In the event of medical emergencies, please dial 911.

A complete medical record is required of all students entering the university. Additional information for updating during the period of actual attendance may be requested. All students are required by North Carolina General Statute 130-A-155.1 to have the following current immunizations: diphtheria-pertussis-tetanus or tetanus-diptheria, measles (rubeola), rubella, and polio. Evidence of the immunizations must be in the student’s records at the time of registration. If this evidence is not present, the student will not be allowed to register for classes. Information concerning the immunization requirements is located on the University Health Center’s Web site.

Insurance. Group medical insurance is available to students on a voluntary basis and may be obtained any time during the term. The university strongly recommends that students avail themselves of these coverages where appropriate or have coverage from some other source. Health insurance coverage is mandatory for international students. International students must purchase or prove coverage of comprehensive medical insurance before being allowed to register for classes. The insurance must be paid in full in advance and be in effect for the entire academic year.

Information concerning all insurance programs is available from the University Health Center, Bird Building, 828-227-7640.

Counseling and Psychological Services. The Counseling and Psychological Services Center provides free and confidential individual and group counseling, crisis counseling, assessment and referral services, outreach presentations and programs, and consultation and training services to the campus community. Appointments can be made by calling 828-227-7469, Bird Building (second floor).

Career Services and Cooperative Education

Career Services Office. The Career Services Office offers career counseling and testing, cooperative education, and job search assistance.

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

Mail Service. Students residing on campus are assigned a residence hall mailbox with their room assignment. All other students may rent a mailbox in the Cullowhee Post Office. U.S. postal regulations do not permit receipt of mail addressed as general delivery after an initial 30-day period. A postal commodity machine offering stamps, envelopes, post cards or aero grams, overseas services, and other features is located in the lobby of the A.K. Hinds University Center.

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

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

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

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

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

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

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 fitness, nutrition, AIDS, and alcohol. For further information, call 828-227-7640.

A.K. Hinds University Center

The University Center (UC) is the hub of campus activity - the living room of campus. The UC houses offices of the Student Government Association (SGA); Last Minute Productions (LMP); Women's Center; Multicultural Center; Lectures, Concerts and Exhibits (LCE); and University Center staff. Western Encourages Leadership Enhancement and Development (WE LEAD) provides a variety of programs to help students develop and hone leadership skills. Base Camp Cullowhee (BCC) offers outdoor programs and equipment rental. Meetings, activities and events are held in the ballroom, movie theater, meeting rooms and conference rooms. The food court features Chic-Fil-A, Montague's Deli, and the Burger Factory. Java City serves coffee and custom beverages. The UC provides services such as
ATMs, Student Mail Center, Catamount Clothing, student lounges, e-mail stations and fax service. Throughout the year, the UC produces activities including films, dances, concerts, outdoor trips, late night programs and interactive activities. Many activities are planned and organized by WCU students through the student-run program board, Last Minute Production (LMP).

Ramsey Regional Activity Center

The largest multi-purpose facility west of Charlotte, with a seating capacity of 8,000, the Liston B. Ramsey Regional Activity Center is host to a wide variety of programs and activities. Through a network of movable curtains, the main arena can be transformed from a major concert venue or sports arena to a more intimate theatrical setting. Notable performers and speakers have included Aerosmith, Tim McGraw, Ludacris, Bon Jovi, former U.S. Sen. Bob Dole, Danny Glover and Nobel Peace Prize-winner Lech Walesa, in addition to numerous other company programs.

The “RAC” is home to Western’s athletics offices and is the home court for Catamount basketball and volleyball teams. The staff of the Ramsey Center provides leadership for the annual CulloWHEE! ArtsFest series, that consists of a variety of cultural arts events that range from dance and symphony orchestra performances to concerts by nationally known musical entertainers and acclaimed authors. Also available in the building are conference facilities, an in-line hockey rink and five handball courts.

In addition to the different events offered by the Ramsey Center, there are numerous student employment opportunities available for full time and part time students. Students play a big part in the operation of the Ramsey Center and are an integral part of our day to day operations. There are approximately 40 students employed at the Center ranging from stage crew and lighting operators who help with concerts and other productions to Student Managers who are responsible for managing the facility during the evenings and weekends. These job assignments are set up to accommodate the student’s class schedule.

For more information about the Ramsey Center or a current schedule of events, visit us at ramsey.wcu.edu.

Testing Services. The Office of Professional Examinations oversees administrations of: The Graduate Record Examination (Subject Tests only), the Praxis Series, Medical College Admission Test, Scholastic Aptitude Test, Law School Admission Test, the National Counselor Exam, the Miller Analogies Test, and the College Level Examination Program (CLEP). For more information about any of these tests, contact the Catamount Academic Tutoring Center (135 Killian Annex) at 828-227-2273.

GRE Workshops. During fall and spring semesters, the Graduate School sponsors a free GRE preparation workshop for students who plan to apply for admission to a graduate degree program. The workshops are designed to help students prepare to take the three sections of the GRE General Test (verbal, quantitative, and analytical writing). For more information on workshop dates and to reserve a space in a workshop, contact the Office of Research and Graduate Studies at 828-227-7398.
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 8,400, of which over 1,600 are graduate students. Including its credit and noncredit instructional courses, continuing education offerings, and workshop, conference, and service programs, the university serves more than 12,000 persons each year. The Graduate School offers programs leading to 15 master's degrees in over 50 professional and academic areas and the Education Specialist degree and the Doctor of Education degree.

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

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

Further information may be obtained by writing the Graduate School, Western Carolina University, 440 H.F. Robinson Administration Building, Cullowhee, North Carolina 28723-9022, or by telephoning 828-227-7398 or 800-369-9854.

Western Carolina University Programs in Asheville
Western Carolina University offers a broad range of instruction at the graduate level and a limited number of advanced undergraduate degree programs in specialized areas in Asheville. These programs of instruction, intended primarily for the adult professional, are taught late afternoons, evenings and weekends. Western Carolina University utilizes the educational facilities and resources of the University of North Carolina at Asheville and is affiliated with the Asheville Graduate Center.

The graduate programs offered in Asheville include: accountancy (M.Ac.); business administration (M.B.A.); comprehensive education, with concentrations in elementary education (M.A.Ed.), English education (M.A.Ed., M.A.T.), math education (M.A.Ed., M.A.T.), middle grades education (M.A.Ed., M.A.T.), reading education (M.A.Ed.), social science education (M.A.Ed., M.A.T.) and special education (M.A.Ed., M.A.T.); community counseling (M.S.); educational administration in two-year college (M.A.Ed.); educational leadership (Ed.S., Ed.D.), educational supervision (M.A.Ed.); entrepreneurship (M.E.); health sciences (M.H.S.); human resources (M.S.); nursing (M.S.N.); public affairs (M.P.A.); school administration (M.S.A.); school counseling (M.A.Ed.); technology (M.S.); and two-year college teaching (M.A.Ed.). Students enrolled in the counseling and certain secondary education and two-year college teaching programs will have to enroll in some coursework offered only in Cullowhee.

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

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

Research and Service Facilities

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

The Division manages the Cherokee Center and the University Summer School, which includes a two-week minimester program, two summer session programs of five weeks, a combined ten week program and a variety of specialty and travel programs. The Division offers non-credit 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 800-928-4968, or visit us at http://edoutreach.wcu.edu.

Highlands Biological Station. The Highlands Biological Station is a field station for biological research and education in the Southern Appalachian Mountains. The station is an interinstitutional center of The University of North Carolina. It is administered by Western Carolina University. Thirty-four colleges and universities are currently members of the consortium that helps to support the station, but faculty and students are drawn from throughout the country.

The station is located on the crest of the Blue Ridge Mountains about 30 miles southwest of Cullowhee. It lies within an area of high biotic and environmental diversity and is ideally situated for a variety of field studies. Its facilities are open to graduate students and senior investigators who are engaged in research on the habitats and organisms of the Southern Appalachians. The station offers six two-week courses each summer at the advanced undergraduate/graduate level. It also offers a fall semester-in-residence program in cooperation with the Carolina Environmental Program at UNC-Chapel Hill. The station maintains a well-equipped laboratory, housing for students and investigators, and a dining hall. A grant-in-aid program provides financial assistance to graduate students conducting research on the biota of the region.

Further information is available from the Executive Director, Highlands Biological Station, PO Box 580, Highlands, North Carolina 28741; 828-526-2602; www.wcu.edu/hbs.

Hunter Library

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

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

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

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

Activities and services most relevant for GTAs include:

• 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

  • TEACHING <http://facctr.wcu.edu/discussion.html>, an email discussion list for faculty and GTAs on any aspect of teaching and learning
  • Schedule <http://facctr.wcu.edu/learningops.html> of semester presentations and workshops
  • Open Classrooms Project <http://facctr.wcu.edu/openclassroom.html> where faculty and GTAs have the opportunity to observe faculty teaching classes
  • Videotaping of classes upon request
  • Training in the use of WebCT to enhance classroom courses

• Faculty Forum <http://facctr.wcu.edu/forum.html>, a monthly publication featuring evocative opinion pieces of WCU faculty

  • MountainRise, an eJournal on the scholarship of teaching and learning

• Renaissance of Teaching and Learning Booklet Series published each semester
• a lending library of professional literature on college teaching that is located in Hunter Library 240

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

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

**Center for Regional Development.** Western Carolina University’s Center for Regional Development (CRD) is a university research and public service center that drives regional economic development; conducts public policy analysis and applied research; and administers public service projects on economic and community capacity building, government training, natural resource conservation and strategic development.

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

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

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

• Acquiring property to promote business development
• Developing flexible site arrangements to achieve specific economic development objectives
• Providing services to businesses to promote their location or development
• Issuing revenue bonds (with Board of Governors approval) to support business development
• Engaging in public/private partnerships, developing joint use facilities, and co-operating with enterprises to promote economic development
• Incubating businesses

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

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

**International Programs and Services.** The Office of International Programs and Services (IPS) coordinates and supports many types of international programs and activities at Western Carolina University, such as student and faculty exchanges through the International Student Exchange Program (ISEP), the University of North Carolina Exchange Program (UNC-EP),
Mountain Aquaculture Research Center. The center was established within the College of Arts and Sciences at WCU in 1988. Its mandate is to foster biotechnologically based research to support the economic sustainability of the aquaculture industry in Western North Carolina. Facilities include an office, an analytical laboratory, on-campus fish-rearing laboratories utilizing biofiltered recirculated water and trout hatchery, and rearing facilities at the Lonesome Valley Aquaculture Research Station, Cashiers, North Carolina. Research activities of the center are of both a basic and an applied nature. They are conducted by the center personnel in collaboration with faculty and students (graduate and undergraduate) in the Departments of Biology and of Chemistry and Physics and also include collaborative research activities with the N.C. Wildlife Resources Commission, the N.C. Cooperative Extension Service, and the commercial trout industry. Areas of research interest include culture characteristics of all-female and/or triploid rainbow and brook trout, identification of DNA markers associated with sex and other genetic traits of interest in commercial trout production as well as in fisheries management, study of the physiological responses of fish to stressors (thermal, pH, etc.), identification of biochemical measures and genetic markers associated with levels in these responses, and monitoring impact and control of fish farm effluents.

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

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

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

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

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

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

Reading Center. In conjunction with university programs for the preparation and licensure of reading teachers and specialists, the Reading Center provides diagnostic and remedial services and reading improvement courses for children and college students. A resource room in the center provides literature, mathematics, social studies, and science materials, as well as teacher resources of all kinds. The staff provides consulting services, conducts workshops and conferences, and provides a variety of reading services for public schools in the area. The center is located in Killian Building on the campus in Cullowhee.

Office of the CIO. The Office of the Chief Information Officer (CIO) is responsible for providing information technology (IT) services to the entire campus community. These services provide access to computing resources that students, faculty members, administrators, and staff members need as they learn and apply the products of learning, and contribute to the university’s community of scholarship. The university is in the process of reorganizing these services and resources campus wide under a new division that provides planning and technical guidance in the integration of varied new and existing campus information technologies. Located in the University Outreach Center and Forsyth Building, the division is headed by the Chief Information Officer (CIO).

The central computing facility uses Compaq Alpha systems to handle core business processing and email. Core business processing on the Alphas includes student records, financial, and alumni systems from Systems and Computer Technology Corporation, and several applications developed by division staff. Email from off campus gets delivered through one of the Alpha systems. All students receive a WCU email account that allows them to communicate with their peers, faculty members, and university offices. The Campus Pipeline portal is the primary tool used by students to access email and other campus and course related news.

There are over 3,000 microcomputers in offices, classrooms, and lab facilities on campus, most connected to the campus network. Student residence halls are on the campus network and have two network ports per room. There are three general student microcomputer lab facilities which are open at least 80 hours per week. The lab located in Hunter Library is open 24 hours from Sunday afternoon through Friday night during fall and spring semesters. The IT division supports both Windows and Macintosh operating systems and various microcomputer application programs. Faculty, students, and staff may call IT Services at 227-7ITS (227-7487) if they need help with any IT services or resources.
Software programming languages on the central system include BASIC, C, FORTRAN, Pascal, COBOL, and MACRO, with Datatrieve and Focus as common report-retrieval languages. Other software that is centrally licensed, but with a limited number of licenses available, include SPSS for Windows and Minitab for Windows. These statistical analysis programs are accessed over the campus network in student labs and computer classrooms. The University of North Carolina has a grant from SAS Institute that makes a wide range of SAS software available for faculty and student use, including at home use. For large research problems and special applications, faculty and students may access the computer resources of the North Carolina Supercomputing Center located in Research Triangle Park, North Carolina.

The campus network connects to the North Carolina Research and Education Network (NC-REN), which provides WCU with access to two-way videoconferences as well as an OC-3 (155-megabit) data path to the Internet. The WCU World Wide Web server at http://www.wcu.edu has general information about Western. The Information Technology Web site at http://www.wcu.edu/IT provides a variety of useful IT related information. The university is also an active member of EDUCAUSE.

**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 is located west of the WCU campus. A unit 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.

**Centers and Institutes Affiliated with Research and Graduate Studies**

**Research Administration.** Research and Graduate Studies/Research Administration serves as the official source of information about contract and grant possibilities and is the office through which all members of faculty and staff channel their proposals for university approval. The research administration staff assists faculty, staff, and students in the preparation of proposals.

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

**Center for International Research and Policy.** The mission of the center is to advance the science and art of applied research and creative, collaborative problem solving through free exchange of ideas across professional disciplines, cultures, and countries.
FEES, EXPENSES, AND FINANCIAL AID

The following is a schedule of fees per semester. Tuition rates are reviewed and set annually by the North Carolina legislature. At this time, tuition and fees for the 2005-2006 school year have not been approved and the schedule of fees represents estimated rates. These rates are likely to change with final approval and should be used as an estimate when figuring your expenses for 2005-2006. The University reserves the right to alter any charges without prior notice.

Fees Per Semester

I. Full-time Graduate Student

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RESIDENCE HALLS

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<tr>
<td>Double room</td>
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</tr>
<tr>
<td>Robertson Apartments (married housing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Efficiencies</td>
<td>$2,048.00</td>
<td></td>
</tr>
<tr>
<td>One bedroom apartments</td>
<td>$2,226.00</td>
<td></td>
</tr>
<tr>
<td>Madison Hall (graduate housing)</td>
<td>$2,196.00</td>
<td></td>
</tr>
</tbody>
</table>

MEAL PLANS

<table>
<thead>
<tr>
<th>Meal Plan</th>
<th>North Carolina</th>
<th>Out-of-state</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 All-you-care-to-eat meals per semester plus $600 declining balance</td>
<td>$1,050.00</td>
<td></td>
</tr>
<tr>
<td>125 All-you-care-to-eat meals per week plus $600 declining balance</td>
<td>$1,200.00</td>
<td></td>
</tr>
<tr>
<td>Declining Balance-Upper Classman</td>
<td>$ 850.00</td>
<td></td>
</tr>
<tr>
<td>Commuter Declining balance points</td>
<td>$ 50.00 or more</td>
<td></td>
</tr>
</tbody>
</table>

PER SEMESTER CHARGES DETAIL

<table>
<thead>
<tr>
<th></th>
<th>North Carolina</th>
<th>Out-of-state</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$ 861.50</td>
<td>$5,654.00</td>
</tr>
<tr>
<td>*Required Fees</td>
<td>$ 810.75</td>
<td>$ 810.75</td>
</tr>
<tr>
<td>**Book Rental Fee</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>***Room (standard double)</td>
<td>$1,064.00</td>
<td>$1,064.00</td>
</tr>
<tr>
<td>****Board (declining balance)</td>
<td>$ 850.00</td>
<td>$ 850.00</td>
</tr>
</tbody>
</table>

Upper Classman

TOTALS

<table>
<thead>
<tr>
<th></th>
<th>North Carolina</th>
<th>Out-of-state</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$3,586.25</td>
<td>$8,378.75</td>
</tr>
</tbody>
</table>

Required fees include: Health Services, $95.50; Student Activity, $260.75; Athletics, $214; Athletic Facilities, $56; Documents Fee, $5.00; Education and Technology Fee, $85; ASG Fee, 50¢; Student Recreation, $64.00, Transportation Fee, $5.00; Banner Implementation Fee, $25.00.

Textbooks are available to graduate students by purchase only.

With standard residence hall—double room rate.

The all-you-care-to-eat meal plans combine an “All-You-Care-To-Eat” program located at Brown Cafeteria and a declining balance account that can be used at the other food-service locations on campus. “All-You-Care-To-Eat” plans include block meals that can be used any time during the semester, within normal facilities operating hours. Declining Balance meal purchases are deducted throughout the term from a student’s available balance of declining balance points. During the semester, any student with a declining balance account may make additional pre-payments in minimum increments of $50 to increase their balance.
Western Carolina University is a publicly supported institution. Tuition payments and other required fees meet only a part of the total cost of the education of students enrolled. On the average, for each full-time student enrolled in an institution of The University of North Carolina, the State of North Carolina appropriates $8,032.00 per year in public funds to support the educational programs offered.

**Meal Plan.** University policy requires students who live in a residence hall to purchase one of the meal plans from the previously listed fee schedule. Special dietary requirements are accommodated by contacting WCU Dining. The deadline for students to change board plans is the last day of course drop/add, for each semester.

Unused balances that remain in declining balance meal plan accounts at the end of each academic term are not refundable. However, unused balances will be automatically rolled over from fall to spring semester for continuing students only. Unused balances cannot be rolled over to the next fall semester.

Participation in any of the previously described meal plans is optional for commuting students. Commuting students have the additional option of a declining balance plan in an amount of $50.00 or more, per semester.

**II. Part-time Graduate Student**

(8 or fewer hours)

<table>
<thead>
<tr>
<th>Semester Hours Enrolled</th>
<th>North Carolina Student</th>
<th>Out-of-State Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$ 271.78</td>
<td>$ 1,469.98</td>
</tr>
<tr>
<td>2</td>
<td>328.33</td>
<td>1,526.33</td>
</tr>
<tr>
<td>3</td>
<td>600.05</td>
<td>2,996.30</td>
</tr>
<tr>
<td>4</td>
<td>656.40</td>
<td>3,052.65</td>
</tr>
<tr>
<td>5</td>
<td>712.75</td>
<td>3,109.00</td>
</tr>
<tr>
<td>6</td>
<td>984.73</td>
<td>4,578.98</td>
</tr>
<tr>
<td>7</td>
<td>1,041.08</td>
<td>4,635.33</td>
</tr>
<tr>
<td>8</td>
<td>1,097.43</td>
<td>4,691.68</td>
</tr>
</tbody>
</table>

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

**III. Asheville Student**

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

**IV. Other Fees**

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

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

**Payment of Fees.** All charges are due and payable on or before the published payment deadline for each term. Payment by check, in the exact amount of the bill, is recommended. In accordance with state policy, a processing fee of $25 is assessed for returned checks.
Late Registration. With approved reason for delay, a student may register for classes after the regular registration date with the payment of a late registration fee. Students entering late must show satisfactory reason and obtain approval from the Dean of Research and Graduate Studies, who reserves the right to reduce the number of hours for which a late entrant may register.

Textbooks. Graduate students purchase all textbooks regardless of course level. Textbooks for courses numbered 500 and above are available for purchase at the WCU Bookstore. Graduate students may purchase textbooks for courses numbered below 500 at the book rental department located in the WCU Bookstore.

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

Students withdrawing from the university during a term must secure a withdrawal form from the office of the assistant to the vice chancellor for student affairs, obtain the necessary signatures, and return the form to the assistant to the vice chancellor for student affairs. If an emergency prevents a student from completing the withdrawal process before leaving the campus, the student should call, write, or arrange for a friend or relative to contact the Office for Student Affairs.

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

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

<table>
<thead>
<tr>
<th>Period Following First Day of Classes</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day of classes</td>
<td>95 percent</td>
</tr>
<tr>
<td>1 to 11 calendar days</td>
<td>90 percent</td>
</tr>
<tr>
<td>12 to 28 calendar days</td>
<td>50 percent</td>
</tr>
<tr>
<td>29 to 57 calendar days</td>
<td>25 percent</td>
</tr>
<tr>
<td>58 calendar days following the first day of classes</td>
<td>0 percent</td>
</tr>
</tbody>
</table>

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

Students who reduce their course loads during the registration period for the semester as defined in this catalog, but who continue to be enrolled in the university, will have their tuition and fees adjusted fully to reflect only the number of semester hours in which they remain enrolled. Part-time students are eligible for a refund based on the semester hour tuition rate. Full-time students are eligible for a refund only when course loads are reduced below the minimum hours required to qualify as full-time. No adjustment will be made for reduced loads after the close of the registration period. However, students who drop all courses must withdraw from the university. They are, therefore, eligible only for the partial refunds that apply to university withdrawals.
Summer School Tuition and Fees. A student who withdraws from summer school before the first day of classes will be refunded 100 percent of tuition and fees. Students who withdraw the first day of class or after are eligible for refunds through the first 50 percent of the summer terms. The refund prorations for summer school are available from the university cashier’s office.

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

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

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

Exceptions. Exceptions to these policies may be made if a student withdraws from the university for reasons of hardship. These reasons are defined as (1) death of the student, (2) death in the student’s immediate family, (3) a medical condition that compels withdrawal upon recommendation of the Director of the Student Health Service, or (4) a mental health condition that compels withdrawal upon recommendation of the Director of Counseling and Psychological Services. The vice chancellor for student affairs must approve, and notify the university cashier’s office, of any refunds or account adjustments for hardship situations. The university cashier’s office will take appropriate action to make final settlement of the student’s account. Any other exceptions require approval by the chancellor.

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

Graduate Assistantships
Teaching, research, and service assistantships are available for a limited number of well-qualified graduate students. Graduate assistantship application forms are available from the Graduate School. Applicants for graduate study who wish to be considered for such assistantships should complete an application form and submit it to the Graduate School. In addition, the applicant may want to address a letter of application to the head of the intended major department or attach a letter to the application form. Consideration for possible appointment to an assistantship can then be given after a decision has been made concerning admission to graduate study. Stipends vary from approximately $6,000 to $8,500, based on a 20-hour per week work assignment. In addition, the in-state and/or out-of-state portion of tuition may be waived for some, but not all, of these assistantships.

Students receiving assistantships will be expected to be registered as full-time students. Continuation of the appointment depends upon satisfactory performance of duties and upon satisfactory academic achievement (3.0 GPA on all graduate coursework attempted). In order to have a graduate assistantship, students must be admitted into a graduate program and must provide their Social Security card.

Chancellor’s Fellowships
A limited number of chancellor’s fellowships are available to well-qualified graduate students each fall semester. The awards, based on merit, are intended to encourage and assist superior students in pursuing graduate studies in the minimum time possible. The value of each fellowship is $6,000 per academic year and carries no work requirement. Students are required to be registered for a minimum of nine semester hours each semester. Application deadline is April 15. Forms are available from the Graduate School.
Graduate School Study Grants
Each semester the Graduate School awards a number of Graduate School study grants. These grants are designed to support well-qualified graduate students by paying $300 per semester. Students must register for a minimum of three semester hours. There is no work requirement and the awards are made on the basis of merit as reflected by the student’s application file. Application deadline is May 15 for fall semester and November 15 for spring semester. Forms are available from the Graduate School.

Morrill Family Fund for Research in Education
Established by Maurice B. and Anna C. Morrill, this fund is to help provide and promote desirable research relating to the improvement of teaching at any educational level. The purpose is to enhance abilities of graduate students in education to produce and use quality research. Application forms are available in the Office of the Dean, College of Education and Allied Professions, 222 Killian; Office of Research and Graduate Studies, 440 H.F. Robinson Administration Building; all departmental offices, College of Education and Allied Professions; and Office for WCU Programs in Asheville, 120 Karpen Hall. Deadline is September 1.

The Otto H. Spilker Endowed Scholarship
This scholarship is awarded to a graduate student in the Department of Health and Human Performance. Priority consideration is given to students studying to teach physical education. Contact the Physical Education Graduate Program coordinator.

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

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

Disability Services
Western Carolina University is dedicated to providing reasonable accommodations necessary to students with disabilities. Academic accommodations supported by proper documentation are provided through the Office of Student Support Services, Killian Annex, Room 248, 828-227-7127. Section 504/ADA accessibility issues are handled through the Office for Student Affairs, 460 H.F. Robinson Administration Building, 828-227-7234.
Explanacion del Tarifa de Estudios de Tuition Out-of-State

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

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

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

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

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

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

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

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

Course and Grade Policies

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 those courses numbered 600 and above. It is expected that courses applicable toward the education specialist and the doctorate degree will be numbered 600 or above.

Course Loads

The maximum full-time course load for graduate students is fifteen hours per semester. The minimum full-time load per semester is nine hours. The normal maximum load for graduate assistants is twelve hours per semester. Load limitations during summer school are listed in the Summer School Catalog.

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

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

Grading System

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points Per Hour</th>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points Per Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4</td>
<td>W</td>
<td>Withdrawal</td>
<td>-</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
<td>AU</td>
<td>Audit</td>
<td>-</td>
</tr>
<tr>
<td>C</td>
<td>Passing</td>
<td>2</td>
<td>IP</td>
<td>Grade Pending</td>
<td>-</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
<td>S</td>
<td>Satisfactory</td>
<td>3</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>-</td>
<td>U</td>
<td>Unsatisfactory</td>
<td>0</td>
</tr>
</tbody>
</table>

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

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

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

Satisfactory/Unsatisfactory Grading. The use of S/U (pass/fail) grading is limited to selected courses in which standard or traditional grading is rendered difficult by the nature and purpose of the courses. The courses are identified in the master class schedule and in the course descriptions in this catalog. S (satisfactory) and U (unsatisfactory) are the only grades assigned in courses approved for pass/fail grading.
**Withdrawal Grade Policy.** A student, after consultation with the academic advisor, may withdraw from any course prior to the expiration of one-third of the total class time and receive a W grade to designate that the course was dropped.

If a student drops a course or withdraws from the university for other than health, medical, or legal reasons after one-third of the total class time has elapsed, an F, W, or I will be assigned by the instructor. A W grade will be assigned if the student is passing, or if the student’s progress has not been evaluated. An I 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. A grade of F will be assigned if the student is failing at the time of withdrawal. Instructors are encouraged to give examinations or have some form of evaluation in their courses during the first one-third of the term.

Any time a student is forced to withdraw from the university during a term for health, medical, or legal reasons which are verified in writing, a grade of W will be assigned in all courses for which the student is registered. Students who withdraw during a term should secure a withdrawal form from the office of the associate vice chancellor for student affairs. Policies pertaining to indebtedness and refunds in the event of withdrawal from the university are stated in the fees section of this catalog.

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

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

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

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

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

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

**Academic Honesty Policy.** Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:
A. Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

B. Fabrication—intentional falsification or invention of information or citation in an academic exercise.

C. Plagiarism—intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.

D. Facilitation of academic dishonesty—intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

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

Academic Dismissal. A student who accumulates three grades of C or any grade of F will automatically be dismissed from the Graduate School. A student who has been admitted provisionally and fails to meet the terms of the provisional admission will also be dismissed from the Graduate School. Once dismissed a student cannot register for graduate courses and may not be readmitted until the following spring or fall semester has elapsed. For readmission to the Graduate School, a student should petition in writing to the Dean of the Graduate School. Approval for readmission may be accompanied by additional requirements. Upon readmission the student must meet all requirements under the catalog in effect at the time of his/her readmission. A readmitted student who receives any additional grade of C or lower will be permanently dismissed.

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

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

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

Credit Policies

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

Transfer Credit. Policies regarding transfer credit vary according to the graduate program. Up to six semester hours of graduate credit with grades of B or better may be transferred from other regionally accredited graduate schools. Students must transfer credit from both special and nondegree status if they intend to count such credit toward their degree. Depending on the graduate program, students may transfer six to twelve semester hours of graduate credit earned at WCU with grades of B or better from special or nondegree status. Students should consult with the academic advisor to determine the specific number of transfer hours allowed in a program. Courses used toward a prior degree may not be transferred into a degree program. Requests for transfer of credit already earned are made as soon as is feasible when the student is accepted into degree status. Forms for the transfer of credit are available from the Graduate School. Courses accepted for transfer credit must (1) be appropriate to the student's program and be approved by the student's advisor, (2) be completed within the six-year limit for course work applicable toward the degree, and (3) have been offered by a regionally accredited institution for graduate credit.

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

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

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

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

Continuing Education Units (CEU) Credit. Courses in which CEUs are earned are not accepted for undergraduate or graduate credit, and regular credit courses offered by the university are not available for CEU credit. Students interested in CEUs should contact the Division of Distance and Continuing Education for information about special programs and courses suited to their needs.
Time Limitation. Work to be applied toward any master’s or education specialist degree must have been completed within six years immediately preceding the completion of requirements for the degree. Graduate credits to be accepted in transfer must have been earned within the six-year period. Students in the Ed.D. program must complete all degree requirements within five years of admission to candidacy. Any extension of time beyond these limits must have the approval of the student's advisor, the head of the department of the student’s major, and the dean of Research and Graduate Studies.

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

Student Academic Record Policy
The university is in compliance with the appropriate portions of the Family Educational Rights and Privacy Act of 1974 and recognizes the rights of students to inspect their educational records, ask for interpretation of entries, and request correction of errors. The full statement about records maintained and policies concerning them is available from the Registrar and in the WCU Programs in Asheville Office.

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

Students registered in the Graduate School at Western Carolina University may not be enrolled simultaneously at another institution except in the case of transfer of credit or guest matriculant, which must be approved in advance by the dean of Research and Graduate Studies. 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
1. Purpose
Western Carolina University is an academic community dedicated to the transmission and advancement of knowledge and understanding. The Board of Trustees is committed to the maintenance and protection of an environment in which students and faculty members may responsibly pursue these goals through teaching, learning, research, discussion, and publication, free from internal or external restraints that would unreasonably restrict their academic endeavors. Moreover, it is the obligation of all members of the university community—faculty, students, administrators, and other employees—to help maintain an environment where academic freedom flourishes and in which the rights of each member of the academic community are respected. The illegal use of and trafficking in drugs can jeopardize the welfare of members of this academic community. Accordingly, in an effort to responsibly address such threats to the integrity of the academic environment, the Board of Trustees adopts this policy.
II. Applicable Policies, Practices, and Programs

A. Education, Prevention, Counseling, and Rehabilitation

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

2. WCU shall provide information about drug counseling and rehabilitation services to members of the university community, through campus-based programs for students and through community-based organizations for faculty, staff, and students. Persons who voluntarily avail themselves of university services shall be assured that applicable professional standards of confidentiality will be observed.

B. Enforcement and Penalties

1. Western Carolina University shall take all actions necessary, consistent with state and federal law and applicable university policy, to eliminate illegal drugs from the university community. The institutional policy on illegal drugs shall be publicized in catalogs and other relevant materials prepared for all enrolled and prospective students and in relevant materials distributed to faculty members, administrators, and other employees.

2. Students, faculty members, administrators, and other employees are responsible, as citizens, for knowing about and complying with the provisions of North Carolina law that make it a crime to possess, sell, deliver, or manufacture those drugs designated collectively as “controlled substances” in Article 5 of Chapter 90 of the North Carolina General Statutes. Any member of the university community who violates that law is subject both to prosecution and punishment by the civil authorities and to disciplinary proceedings by the university. It is not “double jeopardy” for both the civil authorities and the university to proceed against and punish a person for the same specified conduct. The university shall initiate its own disciplinary proceeding against a student, faculty member, administrator, or other employee when the alleged conduct is deemed to affect the interests of the university.

3. Penalties shall be imposed by the university in accordance with procedural safeguards applicable to disciplinary actions against students, faculty members, administrators, and other employees, and by regulations of the State Personnel Commission.*

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

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* 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.
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 methaqualone), 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.

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

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

All applications and inquiries should be addressed to:
Research and Graduate Studies
440 H.F. Robinson Administration 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. Applicants must possess the interest and maturity necessary for graduate study. 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 Research and Graduate Studies reserves the right to determine, from other appropriate information, whether an applicant will be a suitable candidate for a graduate degree.

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

Application Procedure. All applicants to graduate studies at WCU are required to complete a self-managed application packet prior to admission. The self-managed application places the responsibility on the student to obtain all the necessary materials. You should submit the following in a single envelope:

- The completed application for admission.
- The completed application for a graduate assistantship (if you are planning to enroll as a full-time student).
- Official copies of transcripts from all colleges/universities attended.
- Required test scores for your chosen program. You may request the Educational Testing Service (ETS) to forward these scores directly to the Graduate School or you may enclose official scores in an unopened, ETS-sealed envelope.
- Letters of recommendation (required for most programs). These should be prepared by former instructors/employers who are in a position to judge your aptitude for graduate study. Please consult the Graduate Catalog to determine specific program requirements.
- Other forms that may be required for your chosen program. (You can access The Record, Western's Graduate Catalog, and link to the home pages of all graduate programs for additional program information at www.wcu.edu)
- The nonrefundable $40.00 application fee.

The completed application and all credentials should be received by the Graduate School not later than one week prior to the opening of the term for which admission is desired; with the exception of international students, whose applications must be received by these deadlines: April 1 for Fall term and September 1 for Spring term. Application may be made as early as one year preceding the semester of entrance. All materials submitted, including transcripts, become the property of the university and cannot be forwarded or returned. The following programs have application deadlines:

- Communication Sciences and Disorders
- Counseling (School and Community)
- Nursing
- Physical Therapy
- Psychology (Clinical and School)

*The initial deadline for applications is February 1 and students who submit completed applications by that date will be given preference. If openings are available after the February 1 date, students submitting late applications will be considered accordingly.
All elements of the admissions process must be completed by the application deadline. Some programs require an interview. Applicants should contact the department of their intended major to determine if an interview is required.

Any student that is inactive for one semester (not counting summer term) must RE-ENROLL. No application fee is required.

Any student inactive for one full year or more (example: fall semester, spring semester, and summer school) must file a new application for admission (RE-APPLY) and be reevaluated for admission prior to resuming study. An application fee of $40.00 is required.

Any student that receives a master’s degree from Western Carolina University and elects to do an additional graduate degree will not be required to pay the application fee.

Program Changes. 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.

Students requesting to change programs, licensures, or degree objectives, after having been accepted into a program of study, must file a new application for admission to the new program, licensure, or degree. For students wishing to change programs within a department, student request forms, available from the Graduate School, may be used rather than a new application. The student is subject to the standards, rules, and requirements in force in the new course of study at the time of admission to the new program.

Admission Requirements

All applicants for admission to the Graduate School must hold a bachelor’s degree from a regionally accredited college or university and must have an undergraduate background appropriate for graduate study in the proposed field. An applicant may be required to take additional coursework to strengthen the undergraduate background. To qualify for Regular Admission to the Graduate School, 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. Applicants for the Ed.S. and Ed.D. degrees must hold a master’s degree in the approved field from a regionally accredited college or university.

Each student’s application must be approved by the department(s) in which the student proposes to major.

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. Degree-seeking students who meet the established requirements for admission to the Graduate School and their chosen degree programs are granted regular graduate status. Conditions, such as the completion of one or more additional undergraduate or graduate course(s), may be specified.

Provisional Admission. Promising applicants who hold a baccalaureate degree but do not meet the formal requirements for regular admission may be granted provisional admission into a degree program. Full graduate standing is granted when these students satisfactorily complete prescribed courses or otherwise remove deficiencies which have been attached to their admission by either the Graduate School or their major department. Also, to move from provisional status to regular degree status, part-time students must earn at least a 3.0 GPA in their first twelve 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). Some programs may have higher requirements. 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.

Special Admission. Some graduate programs allow students to be admitted to the Graduate School to take courses for one semester only while they are completing their application file. 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 one semester, the student who wishes to continue taking graduate courses must request a change to admission status using the appropriate Graduate School form.

**Nondegree Admission.** Some programs allow students who wish to take one or more graduate courses for self-improvement, teacher licensure, or exploration of graduate degree program offerings to be admitted as nondegree-seeking students. Such students must show evidence that they hold a bachelor’s degree by submitting an unofficial transcript from a regionally accredited institution and normally must have earned at least a 2.75 GPA on the last 60 hours of undergraduate study. Persons granted nondegree status who later decide to work toward a degree must petition for regular admission. Nondegree students may request to become degree students by submitting the appropriate Graduate School form and all documents required by the program they wish to enter. Students should be aware that work completed in a special or nondegree status does not necessarily apply toward a degree, nor does being allowed to take courses imply acceptance into a degree program. If a student has taken courses in a special or nondegree status and later is formally admitted as a degree candidate, a maximum of twelve hours of the earlier coursework with grades of B or better may be transferred into a degree program. The student’s advisor, department head, and the graduate dean must approve such a transfer.

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

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

**International Students.** International students are granted regular, provisional, special, nondegree, or guest matriculant admission to the Graduate School as appropriate in each case. Western Carolina University is authorized under Federal law to enroll non-immigrant students. In addition to the application form, application processing fee, test scores, letters of recommendation, and transcripts as specified for each program, international students must also submit a chronological listing of all formal education—naming certificates, diplomas, degrees, and other documentary forms of educational attainment. International applicants also must submit a minimum score of 550 (paper-based) or 213 (computer-based) on the Test of English as a Foreign Language (TOEFL) and provide a statement of financial responsibility. It is expected that international students will not begin graduate study until the admission process is completed and the student has met all admission conditions except prerequisite coursework requirements, if any.

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.

Application deadlines for international students are as follows: April 1 for Fall Term and September 1 for Spring Term.

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

**Master of Accountancy Degree**

To be eligible for consideration, applicants must present a satisfactory score on the Graduate Management Admission Test (GMAT) or the Graduate Record Examinations (GRE) and an undergraduate GPA sufficient to meet formula requirements. Letters of recommendation or personal interviews may be requested.
In addition to meeting the formula requirements, the following course prerequisites must be satisfactorily completed: three semester hours of introductory managerial accounting; three semester hours of intermediate accounting; three semester hours of income tax accounting; three semester hours of statistics, which includes business applications; three semester hours of management principles; three semester hours of financial management, and three semester hours of business law and ethics. Prerequisites are normally met by course work but satisfactory examination results may also be considered.

Graduate students must be fully and unconditionally admitted to a degree program prior to enrolling in 600-level courses in the College of Business.

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

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

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

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

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

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

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

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

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

Applicants for the M.A.Ed. in Educational Supervision (Curriculum-Instruction and Instructional Technology Specialist-Computer concentrations) must have one of their three letters of recommendation come from a building administrator familiar with the applicant’s teaching; must successfully complete an interview and a spontaneous writing assignment; and must have at least three years of teaching experience prior to admission.
Applicants for the MAEd in Educational Supervision (International Studies concentration) may be required to provide a satisfactory score on the TOEFL and a satisfactory score on an examination similar to the Graduate Record Examination. They must also successfully complete an interview with program faculty.

Master of Arts in Teaching Degree
Applicants must have a grade point average of B or higher on all upper-level undergraduate coursework and a satisfactory score on the GRE. Three letters of recommendation from persons who are in a position to judge the applicant’s aptitude for graduate study and potential as a graduate-level classroom teacher are required. A personal interview is required. Applicants for the MAT in Comprehensive Education concentration in Art must submit a letter of intent to the department head and a portfolio of their work. Applicants for the MAT in Comprehensive Education concentration in English must submit a writing sample (such as an undergraduate paper). Applicants for the MAT in Comprehensive Education concentration in Music must contact the Music Department to conduct an interview or schedule an audition.

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

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

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

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

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

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

Students must be fully and unconditionally admitted to the MCM program in order to enroll in any 600-level CM courses.
**Master of Education Degree Program**

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

The General Test of the Graduate Record Examination is required.

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

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

**Master of Entrepreneurship Degree Program**

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

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

**Master of Fine Arts in Fine Arts Degree**

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

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

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

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

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

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

**Master of Health Sciences Degree**

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

Applicants must present satisfactory scores on the verbal, quantitative, and analytical portions of the General Test of the Graduate Record Examinations.
Three recommendations from former instructors or employers who are in a position to judge the applicant’s aptitude for graduate study are required. (Forms are available from the Graduate School.)

**Master of Music Degree**

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

**Master of Physical Therapy Degree**

Applicants are expected to have earned an average grade of B or higher on the last 60 semester hours of undergraduate coursework. Satisfactory scores on the verbal, quantitative, and analytical portions of the General Test of the Graduate Record Examinations are required. An essay written on a topic specified by faculty of the Department of Physical Therapy and evidence of understanding of the scope of physical therapy practice are required. In addition, applicants must have completed the following courses prior to admission: 6-8 semester hours of human anatomy and physiology; 6-8 semester hours of general chemistry; 6-8 semester hours of general physics; 3 semester hours of statistics; and 6 semester hours of social sciences. All science courses should include laboratory components.

Three letters of recommendation are required: preferably one from an academic instructor and one from a practicing physical therapist who are in a position to judge the applicant’s aptitude for graduate study. The third letter may be from a physical therapist, an instructor, or another person familiar with the applicant’s aptitude for graduate study.

Applicants must be unconditionally admitted to the M.P.T. program prior to enrolling in physical therapy courses. The department accepts only full-time students.

The program is accredited by the Commission on Accreditation in Physical Therapy Education/APTA. Graduation from an accredited program is prerequisite for licensure as a physical therapist in North Carolina and other states in the United States.

Additional information about the program’s accreditation is available through the department or the American Physical Therapy Association.

**Master of Project Management Degree**

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

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

**Master of Public Affairs Degree**

Applicants must have an average grade of B or higher the last two years of undergraduate study in the major. The Graduate Record Examinations General Test is required, and a personal interview may be requested. Prerequisite work may be required of applicants having an inadequate background for the M.P.A.
Master of School Administration Degree
Applicants must hold or be eligible to hold a North Carolina Class A teaching license or a comparable license from another state. They must have an average grade of B or higher during the last 60 semester hours of undergraduate study and submit satisfactory scores on the General Test of the Graduate Record Examinations. Applicants must have three years of successful teaching or equivalent experience and must present a portfolio that includes professional achievements, a vision for improved schools in the next century, and a self-assessment of readiness for a career in school administration. Applicants will be interviewed by program faculty and local school administrators. An impromptu writing activity will also be required.

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

Master of Science in Nursing
Applicants must possess a BSN from a regionally accredited college or university and a nationally accredited nursing program with at least a 2.75 GPA in the nursing major. They must present a satisfactory score on the General Test of the Graduate Record Examination (GRE) and have completed an undergraduate or graduate level statistics course and a course in research methods. They must be a registered nurse eligible for licensure to practice in North Carolina and have a minimum of one year of clinical nursing experience within the past five years. They must also submit three professional references, including one from a current or recent employer. Applicants must submit a completed application and may be required to participate in an interview session that includes a written exercise. Applicants who are admitted to the program must own or have access to a computer with Internet service. Computer literacy is a necessary prerequisite. Meeting minimum requirements for admission does not guarantee acceptance into a program.

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

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

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

Doctor of Education Degree
It is expected that applicants will possess the master’s degree in school administration, supervision, or curriculum. Admission without the appropriate master’s degree will be conditional, with the individual expected to complete either a master’s degree program or prescribed coursework prior to being admitted as a candidate for the Ed.D. Applicants possessing the Ed.S. degree or credits toward the EdS degree may have coursework that can
reduce the number of hours required for the doctoral program. These applicants will be reviewed on a case-by-case basis and individual programs will be developed. In no case, however, will the requirement of one year of full-time residence be waived.

Applicants must have a grade point average of 3.5 on all previous graduate work (3.0 undergraduate GPA for those without a master’s degree), satisfactory combined scores on any two of the three sections of the General Test of the Graduate Record Examinations, a minimum of three years of teaching experience, and three references from persons in leadership roles in educational organizations or who are knowledgeable about the applicant’s prior academic performance in higher education. Applicants must have successful teaching experience, the capability to pursue graduate-level studies, and the potential to assume a leadership role in schools. Applicants who meet the described criteria will be interviewed by an admission committee of program faculty. The committee will assess such things as writing and communication skills, commitment to pursuing a career as an educational leader, the capacity for further graduate study, and the potential for a leadership role in schools. Additional information and materials may be requested.

**Foreign Language Requirement**

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

**Thesis**

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

A thesis proposal approved by the student’s thesis committee, major department, or program coordinator, and the dean of Research and Graduate Studies must be on file in 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 proposal can be approved.

An unbound copy free of errors must be submitted to the dean of Research and Graduate Studies at least three weeks before the commencement ceremony at which the degree is to be conferred. The student’s major department will guide the preparation of the thesis and inform the student as to when final copies of the thesis are due to be filed with the Graduate School. A thesis guide to help students prepare their theses is available from the Graduate School. The guide can also be found online at www.wcu.edu/graduate/. After the thesis has been read for format by Graduate School personnel, it will be returned to the student for changes and for signatures from committee members; the student will then make at least three original copies on required thesis paper. All copies must be returned to the Graduate School at least two days before commencement for the graduate dean’s signature. Upon approval, three copies must be presented to the library for binding at the student’s expense. The student may also have a personal copy bound by the Hunter library at cost.

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

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

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

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

Comprehensive Examinations

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

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

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

Policy on Completion of Thesis and Dissertation

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

- Students who will continue to use university resources in completing their degrees must enroll in and pay tuition and fees for two hours of continuing completion of thesis/dissertation credit in their discipline each semester (e.g., ART 799, BIOL 799, EDL 799 [thesis] or 999 [dissertation] etc.—Continuing Research). These hours will not count toward the degree and carry a different course number than those thesis and dissertation courses that are included within the hours designated for the degree.

- Students who are in a non-thesis program who have completed all degree requirements with the exception of a comprehensive examination, the removal of an incomplete grade, etc., must register for the 779 course in their discipline (Continuing Research—Non-Thesis Option) each semester that they continue to use university resources.

- Students who will not use university resources should apply for a leave of absence. Students choosing this option must file a formal petition for a leave of absence that states that they will not use university resources during the leave period. Individual institutions may require students granted a leave of absence to reapply for active status in the graduate program.

Regardless of the course of action selected, all students must be enrolled for credit during the semester in which they complete their graduate work or are scheduled to receive their degrees.

Graduation and Licensure

Application for Graduation. Students who expect to be awarded a degree must file an application for graduation in the Graduate School the semester prior to their graduation date. (Forms for this purpose may be obtained in the Graduate School.) A required $30 graduation fee must be submitted before the student can be cleared for graduation.
Graduation Attendance. Candidates for degrees are required to be present at the commencement exercises in the prescribed academic dress. Requests for exceptions to this policy should be addressed to the registrar.

Licensure. It is the responsibility of the student to apply for an initial North Carolina teacher license or to upgrade an existing North Carolina license by contacting the licensure secretary in Killian Building, Room 228, at the beginning of the final semester.

The fee for raising an existing North Carolina license to a higher level or for adding an area of licensure to an existing license is $55.

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

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

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

Certificate Programs

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

Changes in Requirements and Regulations

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

The policies, rules, regulations, and requirements of the Graduate School are intended to promote quality and excellence in the graduate program and to assist students to progress in a steady and orderly way toward the achievement of their academic and professional goals. It is recognized that graduate students may enter their graduate studies with various academic experiences; thus, exceptions to these policies, rules, regulations, and requirements may be considered when, in the opinion of the appropriate faculty and the Graduate School, a change will enhance the student’s program of study, and when the objectives and quality of the individual student’s program of study and the standards of the Graduate School will not be compromised.
Degree candidates are subject to those degree requirements in force at the time of their initial registration following admission. Degree candidates who have been readmitted following withdrawal for one full year (example: fall semester, spring semester, and a summer school), are subject to those degree requirements in force at the time of their initial registration following readmission. All degree candidates have the option of graduating under the degree requirements in force at the time the degree is to be awarded.

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

The appropriate graduate degree will be conferred upon a student after completion of one of the programs outlined below to the satisfaction of the major department(s) and the dean of Research and Graduate Studies. 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.

**Master of Accountancy Degree Program (M.Ac.)**

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

Core courses, 15 hours: ACCT 605, 615, 616, 620, 640.

Directed elective accounting course, 3 hours, selected from: ACCT 601, 625, 635, 651.

Other elective courses, 12 hours: Students may take the other elective accounting courses as shown above to satisfy 6 hours of these electives (students who do not have an undergraduate background in accounting are encouraged to take these electives). Students may select courses from M.B.A. offerings to satisfy the remaining number of elective hours. It is recommended that students with an undergraduate degree in accounting enroll in 3 courses outside the department.

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

**Master of Arts Degree Programs (M.A.)**

**History (American or European concentration)**

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

**Non-Thesis Option (American or European concentration):** This is a non-thesis degree designed for students who do not intend to continue graduate studies beyond the master's level. It requires a minimum of 30 semester hours of approved coursework, including HIST 631, HIST 632, and 6 hours outside the student's principal concentration.
Thesis Option (American or European concentration): Requires a minimum of 30 semester hours of approved course work, including: HIST 631, 632, and 3 hours of thesis credit (HIST 699). Candidates must pass an oral examination in defense of the thesis.

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

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

English
The M.A. degree in English is awarded upon the successful completion of the following requirements: 30 semester hours of graduate credit—15 hours of which are the CORE, which consists of ENGL 618 (Research Methods), A Theory/Literary Criticism course, An Early British Literature Course, A Late British Literature Course, and An American Literature Course, and, depending on type of degree sought (M.A. with Thesis or M.A. with Non-Thesis Option), either 9 additional hours of graduate coursework and 6 hours of thesis/portfolio credit, OR 15 additional hours of graduate coursework selected by the student and his or her advisor. These 9 or 15 additional graduate hours must be in one of three CONCENTRATIONS: Literature, Professional Writing, or TESOL. In addition, all M.A. students (thesis or non-thesis option) must successfully pass written comprehensive examinations on both Early and Later Literature, a reading examination in a foreign language—normally French, German, or Spanish, and, in the case of those writing a thesis, a final oral defense. For reading lists, sample exams, and other information on the M.A., see the 2004 Guide to Graduate Study in English, available online.

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

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

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

The concentration in TESOL (Teaching English to Speakers of Other Languages) prepares students to teach English to non-native speakers in a variety of situations. The topics covered are governed by the guidelines established for the English as a Second Language Curriculum by the N.C. Department of Public Instruction. In addition to completing the 15-hour Core required for all M.A. degrees in English, the student who selects the TESOL concentration must successfully complete either 9 hours of graduate coursework in TESOL and a thesis, or 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.

Psychology

Graduate students seeking the M.A. degree in psychology may choose from tracks in clinical psychology, school psychology, or general experimental psychology.

The clinical psychology program requires the completion of 61 semester hours including: PSY 650, 651, 652, 661, 662, 671, 672, 675, 676, 679, 683, 684, 686, 698, 699 (6 hours); and 6 hours of electives approved by the program director.

The school psychology program requires the completion of 70 semester hours including: PSY 621, 624 or 625, 648, 651, 652, 661, 663, 664, 673, 674, 675, 678, 683, 684, 686, 697, 699 (6 hours); COUN 620, COUN 645, and one elective as approved by the program director. Successful completion of the program and requirements related to licensure will lead to recommendation for Level II licensure.

The general experimental psychology program requires the completion of 48 semester hours including: PSY 610, 651, 652, 680 (6 hours), 699 (6 hours). An additional 27 elective hours approved by the program director will be selected from a general category (15 hours minimum) including PSY 525, 530, 540, 541, 544, 548, 555, 570, 574, 621, 624, 625, 650, 678, EDCI 711; and an interdisciplinary/applied category (12 hours maximum) including HR 605, 610, 615, MGT 605, 608, 609, MKT 601, 602, 603.

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

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 a North Carolina teaching license except for the two-year college and nonschool programs.

Comprehensive Education

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

**Professional core**, 18 hours: EDCI 602; SPED 620; EDCI 604, 605, or 613; PSY 621; and 6 hours of methods*.

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

*Methods, 6 hours: ART 564, ART 697.

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

*Methods, 6 hours: SCI 612, SCI 695.

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

*Methods, 6 hours from SCI 612, SCI 695 or SCI 696.

**Elementary Education concentration**, 18 hours as follows: elementary core, 3 hours: 566 or 610 or 666; subject matter core, 9 hours selected from three (3) of following areas: reading/language arts (EDEL 606 or 653 or EDRD 651 or 661 or EDPY 693), math (EDEL 605 or 607 or 608 or EDPY 693), science (EDEL 603 or EDPY 693), social studies (EDEL 604 or EDPY 693); subject matter electives (6 hours) selected from subject matter core options.

*Methods, 6 hours: EDEL 614, EDEL 695, EDEL 696.

**English concentration**, a minimum of 36 hours of coursework is required, 18 of which must be in English, including ENGL 618. There is a 6-hour English methods coursework requirement (ENGL 514 and ENGL 517). English Comprehensive Examinations on both early and later literature (based on the Shorter Reading List) and a Professional Teaching Comprehensive Exam (or portfolio) are also required. Neither a thesis nor foreign language proficiency is required. For reading lists, sample exams, and other information about the English concentration, see the 2004 Guide to Graduate Studies in English, available online.

**Mathematics concentration**, 18 hours as follows: 9 hours as selected from at least three (3) of the following areas: Algebra—MATH 507, 561, 562, 620, or 661, Analysis—MATH 508, 523, 622, 623, or 624, Applied—MATH 541, 6 30, 632, 634, 640, or 646, Statistics—MATH 570, 670, 672, Geometry and History—MATH 500, 511, or 512; and 9 hours of mathematics courses except for MATH 601, 602, and 603. At least 3 hours must be taken from courses numbered 600.

*Methods, 6 hours: MATH 509, MATH 610.

**Middle Grades concentration**, 18 hours as follows: middle grades core, 3 hours: EDEL 566 or 610 or 666; subject matter/pedagogy core, 15 hours: EDMG 623, and 6 hours in each of two areas approved by the advisor: Reading/Language Arts: EDMG 567, 606, EDRD 651, 661 or EDPY 693; Math: EDEL 605, 607, 608, or EDPY 693; Science EDEL 603 or EDPY 693; Social Studies: EDMG 604 or EDPY 693.

*Methods, 6 hours: EDMG 621, EDMG 680, EDMG 681.

**Music concentration**, 18 hours as follows: core curriculum, 14 hours: MUS 601, 679, 680, and three (3) of the following, 9 hours: MUS 520, 525, 621, 622; Electives from among the following, 4 hours: MUS 503, 592, 593, 597, 598, 611, 614, 640, 675, 680, 693, 694, 699.

*Methods, 6 hours: MUS 695, MUS 592 or MUS 640.
Physical Education concentration, 18 hours as follows: physical education core, 18 hours: PE 615, 621, 625, 650, 696; 3 hours selected from the following: PE 635, 640, 665, 675, 676, 694, 699.

*Methods, 6 hours: PE 630, PE 655.

Reading concentration, 18 hours as follows: EDEL 567 or 653, EDRD 661, EDEL 566 or 610 or 666, 695, 696, EDRD 631, electives.

*Methods, 6 hours: EDEL 606, EDRD 651.

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

*Methods, 6 hours: HIST 632, HIST 633.

Special Education concentration, 18 hours as follows: special education core, 3-6 hours: SPED 502*, 682; emphasis in behavioral disorders, learning disabilities, mental retardation, or severe/profound disabilities, 12-15 hours as follows:

  - Behavioral disorders emphasis: SPED 504, 684, guided electives
  - Learning disabilities emphasis: SPED 505, 681, guided electives
  - Mental retardation emphasis: SPED 529, 630, guided electives
  - Severe/profound disabilities emphasis: SPED 528, 530, 532, 533, guided elective in communication disorders or physical therapy.

*Methods, 6 hours: SPED 631, SPED 687.

*SPED 502 not required for students with emphasis in severe/profound disabilities.

Counseling, School

The program leading to the M.A.Ed. degree in school counseling requires a minimum of 48 semester hours of graduate study. Additional work (up to 9 semester hours) may be added to supplement the undergraduate background.

Professional core, 30 hours: COUN 605, 610, 615, 625, 630, 631, 635, 640, 650, 667, and EDCI 602.

Specialty requirements, 18 hours: COUN 601, 660, 665, 686, 687, and 6 hours of guided electives.

Educational Administration, Two-Year College

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

Professional component, 12 hours: EDCI 602 or EDCI 612; EDCI 604 or EDHE 636; PSY 621; and EDCI 603, 605, 700 or EDHE 531.

Administration, Organization, and Supervision, 10 hours: EDAD 710, EDL 611, EDHE 683, and EDSU 605.

Higher Education and cognate, 11 hours: EDHE 605, 695, and 6 hours of guided electives.

Educational Supervision

Each of the programs leading to the M.A.Ed. degree in educational supervision requires a minimum of 38 semester hours of graduate study. Program options include 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.

Professional Component, 12 hours: EDCI 602, SPED 620, EDCI 613, and PSY 621.

Supervision, Curriculum and Instruction, 11 hours: EDSU 605, EDSU 630, EDEL 566, and
EDSU 685.

The specialty options for each area are as follows:

Curriculum-Instruction concentration, 15 hours: EDCI 603, EDCI 604, EDL 620, EDL 612, and one three hour elective.

Instructional Technology Specialist—Computer concentration, 15 hours: EDEL 666,
EDL 610, and three technology electives, as approved by the program advisor.

International Studies concentration, 15 hours: EDCI 603, EDCI 604, EDL 611, and two
electives as approved by the program advisor.

Two-Year College Teaching

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

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<td>English</td>
<td>Physical Education</td>
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<td>Individually Approved Multi-Disciplinary Studies</td>
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Each program requires a minimum of 35 semester hours of graduate study. The programs do
not lead to licensure. The course requirements are as follows:

Academic major approved by academic advisor, 24 hours.

Professional core, 11 hours: EDCI 602, PSY 621, EDHE 605, and 686. (A person with one
or more years of teaching experience or a person who holds a teaching license may, upon
recommendation of the advisor and department head, substitute EDHE 695 for EDHE 686.)

English

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

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

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

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

**Professional core, 15 hours:** EDCI 604 or 605, EDCI 602, SPED 620, PSY 621, and EDCI 613.

Teaching Methods and Clinical Experiences, 12-18 hours:

**Secondary (Biology, Chemistry, English, Mathematics and Social Sciences) and Special Subjects (Art, Music):** 6 semester hours of teaching methods (EDCI 617, and one 3-hour content specific methods course*); and 6-12 semester hours of clinical experiences (EDCI 689) and seminar (EDCI 695) for secondary education and special subjects candidates. Students must enroll in EDCI 695 concurrently with EDCI 689, Internship.

**Middle Grades Education:** 6 semester hours of teaching methods (EDMG 501, 502, 503, or 504; EDMG 511, 512, 513, or 514; EDMG 521, 522, 523, or 524); one 3-hour content specific methods course; and 3-9 semester hours of field experience (EDMG 589).

**Physical Education:** 6 semester hours of teaching methods (EDCI 617, PE 655); 6 hours internship (PE 583) and seminar (PE 596). Students must enroll in PE 583 concurrently with PE 596.

**Special Education:** SPED 505, 566, 630, and 687. Field experience or additional course hours will vary, up to a total of 18 semester hours in special education, depending on prior courses and/or experiences of candidates.

**Concentrations:** 9 semester hours selected upon the advice of the department faculty in the following concentrations: **Art, Biology, Chemistry, Middle Grades, Music, Physical Education, and Social Sciences.**

**English concentration.** 9 semester hours of graduate coursework selected jointly by the student and his English graduate advisor based on the student’s undergraduate curriculum, professional plans, experience, and interests. The program involves a specialized teaching focus, emphasizing rhetoric and composition, ESL/TESOL, and traditional literary studies, including, especially, a graduate World Literature course. ENGL 517, Methods of Teaching Literature and ENGL 618 Literary Research and Bibliography are required. The comprehensive examinations given by the English Department are based on the Shorter Reading List, which is contained in the 2004 *Guide to Graduate Studies in English,* (available online at www.wcu.edu/as/engl). Neither a thesis nor foreign language proficiency is required.

**Mathematics concentration.** 9 semester hours including MATH 500, 672, and one of the following: MATH 511 or 512.

**Physical Education concentration,** 9 semester hours—PE 625, 630, and one of the following: PE 650 or 665.

**Special Education concentration,** 9 semester hours—SPED 555, 567, and 631.

*Methods courses: (Art) ART 564; (Biology) SCI 612; (Chemistry) SCI 612; (English) ENGL 514; (Mathematics) MATH 509; (Music) MUS 695, MUS 592 or MUS 640; (Physical Education) PE 655; (Social Sciences) HIST 633.*
Master of Business Administration Degree Program (M.B.A.)

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

Core courses, 24 hours: ACCT 651, ECON 607, FIN 601, CIS 651, MGT 605, MGT 606, MGT 607, MKT 601.

Electives, 12 hours: Elective courses from at least three disciplines must be selected to assure breadth of business understanding and must be approved by the director of the MBA program from the following: accounting, computer information systems, economics, finance, law, management and marketing.

The program leading to the M.B.A. with certificate in Health Care Administration requires the completion of the 24-semester-hour M.B.A. core, 6 hours of M.B.A. electives and the following additional courses: MHS 510, MHS 564, MHS 664, MHS 665, MHS 696; and 3 semester hour M.H.S. courses elected in consultation with the M.B.A. and M.H.S. advisors.

The program leading to the M.B.A. with certificate in Human Resources requires the completion of the 24-semester-hour M.B.A. core, 6 hours of M.B.A. electives and the following additional courses: MGT 608, HR 605, HR 610, HR 617, HR 645, and 3 semester hour M.B.A. courses elected in consultation with MBA and HR advisors.

The program leading to the M.B.A. with certificate in Project Management requires the completion of the 24-semester-hour MBA core, 6 hours of M.B.A. electives and the following additional courses: PM 650 (6)*, PM 652 (6)*, PM 654 (6)*.

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

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

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

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

Master of Education in College Student Personnel Degree

Program (M.Ed.)

The Master of Education in College Student Personnel Program is designed to prepare students to become student affairs professionals. Specifically, graduates will work in positions that promote the intellectual, social, emotional and personal development of college students. These professionals work with colleagues, faculty, administrators, and staff to provide college students with a wide array of services that enhance their educational and campus experiences.

The program leading to the M.Ed. degree in college student personnel requires a 48 semester hours of graduate study, including:

Core component, 39 hours: COUN 600; CSP 530, 605, 611, 621, 630, 683, 684, 685, 695; EDCI 602; EDHE 605, 650, 710.
Guided electives, 9 hours selected from COUN 615, 645, 650; EDHE 531; EDL 611; EDSU 605; PSY 621; SPED 620 and other advisor-approved courses.

Degree Requirements for the Master of Education Degree

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

The General Test of the Graduate Record Examination is required.

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

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

Master of Entrepreneurship Degree Program (M.E.)

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

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

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

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

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

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

Applicants must own or have access to a personal computer and printer with at least: Windows 95/98 (or MAC OS 9.0) operating system, 266 MHz processor, (Pentium II or better processor), CD-ROM drive (8X or higher), 33.6 or 56K Modem or better, Microsoft Word processing, and an Internet service provider account.

Core courses, 9 semester hours: MHS 510, MHS 675, and MHS 696.

Specialization concentrations: 18 semester hours

  Education option: MHS 530, 532, 534, 680, 693, ENVH 570 or approved electives.
  Environmental health option: ENVH 570, 575, 655, 670, 671, 675, MHS 687, 693, or approved electives.
Gerontology option, GERN 510 required, select 15 hours from the following: EDPY 693, CJ 593, NSG 693, ND 693, PHIL 593, PRM 593, PSY 526, GERN 693, 680 or approved electives.

Management option: MHS 562, 564, 664, 665, 666, 668, 680, 693, or approved electives.

Nutrition option: ND 533, 534, 536, 537, 539, 630, 635, 636, 637, 639, 681, 682, 683, 693, 695, MHS 680 or approved electives.

Guided electives, 3 semester hours.

Completion options, 6 semester hours: MHS 699 (6 hours); MHS 698 and approved elective 6 hours); two approved electives (6 hours) and written comprehensive examination.

**Option for Dietetic Internship**: This option consists of 12 hours of graduate coursework including ND 539, 681, 682, and 683. Completion of the option enables the student to take the American Dietetic Association registration examination and thus become a Registered Dietitian. The coursework includes 1,125 hours of onsite clinical experience. Students in this option will incur some costs (i.e., liability insurance, travel to clinical sites, uniforms) in addition to the regular graduate fees. Students wishing to complete this option must apply for admission to the option and submit a verification statement of completion of an ADA-approved Didactic Program in Dietetics.

**Master of Music (M.M.)**
The program for the M.M. degree in applied music requires a minimum of 32 semester hours of graduate coursework, including:

A core of required music courses (10 hours): MUS 601 and three of the following: MUS 520, 525, 621, 622.

Area of Concentration (10 hours): MUS 675, 679, and 6 hours from the following: MUS 612, 613, 614, 615.

Course work outside the music department: 6-9 hours approved by the advisor.

Electives: 3-6 hours of music courses.

Successful completion of a public lecture/recital (MUS 679) is required of all master's candidates, as is satisfactory performance on a combined written and oral comprehensive examination. A thesis is optional.

**Master of Physical Therapy Degree Program (M.P.T.)**
The Master of Physical Therapy degree program requires a minimum of 74 semester hours of approved coursework, including full-time clinical internships. The curriculum consists of basic sciences, physical therapy sciences, scientific inquiry, clinical logic, and clinical internship sequences. Completion of the following coursework and successful performance on a comprehensive examination are required for graduation.

**Year One:**
Fall Semester: PT 611, 621, 623, 631, and 641
Spring Semester: PT 612, 622, 624, 632, 642, and 683
Summer School: PT 613, 651, and 693 (3)

**Year Two:**
Fall Semester: PT 614, 652, 684, 693 or 643 (1)
Spring Semester: PT 615, 653, 660, 693 or 644 (1), and 783
Summer School: PT 720 and 784
Master of Project Management Degree Program (M.P.M.)
The program leading to the Master of Project Management degree requires 36 semester hours, consisting of the following six, 6 semester-hour courses, all of which are online and Web-based: PM 650, 652, 654, 656, 658, and 660.

Master of Public Affairs Degree Program (M.P.A.)
The Master of Public Affairs degree program is designed for in-service students who possess professional experience and seek additional education to prepare for career advancement. It is also designed for preservice students planning careers in the public service area. The program requires a minimum of 39 semester hours, including:

Public Affairs core, 18 hours: PA 669, 670, 671, 672, 673, and 674.

Program electives 6 hours, selected from PA 571, 572, 675, 676; PSC 521, 593, 595.

Professional electives, 9 hours, selected with advisor’s approval from graduate courses pertinent to the individual’s career field.

Criminal Justice concentration, 12 hours as follows: CJ 620, 650, 670, and 675 or appropriate CJ courses as approved by the advisor. One of these courses may be counted as a program elective by students in the CJ concentration who are required to complete a 6 semester hour internship.

Students without public service experience will be required to complete a 6 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 6 hours of coursework selected from program electives and professional electives instead of an internship.

Students will be required to take a written examination covering all core coursework prior to graduation. The written examination will be taken toward the end of the program after all core courses have been completed. It may be taken during the last semester of coursework, if the student is not in the process of taking a core course. The written examination will be divided into two areas as follows: Public Affairs General Perspectives: PA 670, 672, and 673 and Budgeting, Statistics, and Metropolitan Government: PA 671, 674, and 675.

Master of School Administration Degree Program (M.S.A.)
The program leading to the Master of School Administration degree requires the completion of 42 semester hours. The curriculum is divided into four areas as follows:

Professional knowledge and skills core, 12 hours: EDCI 612, 615, EDL 620, and PSY 621.

School-site management core, 9-12 hours: EDL 611, 660, EDSU 630 and the option of one elective course (recommendations include COUN 600, EDL 650, and 732, and EDEL 566/666). Students who take 9 hours in this core will take 15 hours in the Instructional Leadership Core.

Instructional Leadership core, 12-15 hours: EDL 612, EDCI 609, EDSU 605, and up to 2 electives (recommendations include EDCI 613, SPED 502, and SPED 620. Students who take 15 hours in this core will take 9 hours in the School-site Management Core.

Internship, 6 hours: part-time students, EDL 685, 686 (2 s.h. option), and 687; full-time students, EDL 686 (3 semester hour option) and 687.

The faculty recommends that students complete EDCI 612 within the first nine semester hours of the program. Students may not register for internship courses without the permission of their advisor.
Students will maintain a portfolio throughout their experience in the program. Prior to graduation, portfolios will be evaluated to validate attainment of program goals.

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

**Master of Science Degree Programs (M.S.)**

**Applied Mathematics**

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

- **Required courses, 15 hours:** MATH 622, 632, 661, 672, and either 640 or 646.
- **One course, 3 hours,** selected from: MATH 624, 630, 634, 670, 693; or from 640 or 646 if not included above.
- **Electives, 12 hours,** to include no more than 6 hours of master’s thesis; any 500 or 600-level course except MATH 601, 602, 603, 610, 694; and no more than 6 hours from the sciences, approved by the Department of Mathematics.

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

Students who elect the non-thesis option must complete 1 hour of MATH 679: Master’s Project.

**M.S. in Mathematics or Applied Mathematics—Four Plus One:**

The B.S./M.S. degree program option in Mathematics or Applied Mathematics allows an outstanding student to complete the requirements for both degrees in a period of 5 years.

**Guidelines:**

Students in the B.S. program in Mathematics who have:

1. 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
2. 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.

**Biology**

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

**Biochemistry Program**

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

A cooperative graduate program between the Department of Biochemistry at Bowman Gray School of Medicine and WCU offers students a five-year plan leading to the Master of Science and Ph.D. degrees. Two years are spent at WCU and three years are spent at Bowman Gray.

Chemistry

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

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

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: 2 hours of CHEM 696; 6 hours of CHEM 698; 3 hours of CHEM 699; CHEM 561 (4 hours); 6 hours of environmentally related courses; and 9 hours of electives approved by the student's thesis research advisory committee.

M.S. in Chemistry Requirements—Four Plus One:

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

Required courses:
2 hours of CHEM 696
6 hours of CHEM 698
3 hours of CHEM 699
19 semester hours in at least 3 areas of chemistry approved by the student’s thesis research advisory committee

Communication Sciences and Disorders

The program leading to the M.S. degree in communication sciences and disorders requires a minimum of 60 hours of graduate study, including completion of a series of supervised clinical internships totaling no less than 350 hours. Experiences will be obtained at on-campus and off-campus locations. The program is designed to meet the needs of students who wish to work in schools and other professional settings. The program adheres to the academic and clinical education requirements set by the American Speech-Language-Hearing Association, the North Carolina Board of Examiners for Speech and Language Pathologists and Audiologists, and the North Carolina State Department of Public Instruction. The completed program entitles the graduate to Advanced Licensure in the state of North Carolina.

Course requirements include: CSD 620, 630, 640, 648, 662, 668, 670, 672, 673, 677, 678, 682 and three 3-hour guided electives in communication sciences and disorders. The three 3-hour guided electives in communication sciences and disorders can include one of the following two options:

1. 3 hours of CSD 798 (Master’s project) in which they must complete comprehensive exams and take two other elective offerings or;

2. 3 hours of CSD 699 (Thesis); and two other elective offerings.
Enrollment in Clinical Practicum in Communication Sciences and Disorders (EDCD 683) is required each semester and must total no less than 15 credit hours.

The following courses or their equivalent are required (if not completed previously at the bachelor's level): CSD 301, 370, 372, 380, 450, 470, 473, 477, 478, and 479.

**Community Counseling**
The program leading to the M.S. degree in community counseling requires a minimum of 48 semester hours of graduate study. Additional work (up to 9 semester hours) may be added to supplement the undergraduate background.

Professional core, 30 hours: COUN 605, 610, 615, 625, 630, 631, 635, 640, 650, 667, and EDCI 602.

Specialty requirements, 18 hours: COUN 601, 623, 686, 687, and 9 hours in guided electives.

**Family and Consumer Sciences**
The program leading to the M.S. degree in family and consumer sciences is on inactive status and no new students are being accepted.

**Human Resources**
The program leading to the MS degree in human resources requires a minimum of 36 semester hours including 18 hours in the Professional Core (HR 602, 605, 610, 645, 683, and 698) and 18 hours selected from the following course or courses approved by the student's advisor.

HR 611, 612, 615, 616, 617, 619, 620, 660, 675, 676; 677, 678, and 693.

Successful performance on a comprehensive examination, either written or oral as determined by the department, is required upon the completion of all coursework or during the semester in which all coursework will be completed.

**Technology**
Requirements for the M.S. degree in technology include a minimum of 33 semester hours distributed over core requirements, professional writing, support area, and applied electives.

**Technology Core:** ET 570, ET 575, ET 603, ET 644

**Directed Project:** ET 688

**Professional Writing:** ENGL 501

**Support Areas,** 9 hours:
  Management: MGT 605, 606, 608, 611, FIN 601, ECON 607

**Applied electives:** 9 hours selected from: ET 510, 521, 522, 524, 534, 593, 680, and 695. ET 642, 648, 536, or approved electives by program advisor.

Successful performance on a comprehensive examination, written and/or oral as determined by the department is also required.

**Master of Science in Nursing Degree Program (MSN)**
The Master of Science degree in Nursing (M.S.N.), Family Nurse Practitioner, prepares nurses in an advanced practice role with competencies in family health promotion and clinical management of common conditions across the life span. The three-year program requires 49 to 53 semester hours of graduate course work including 720 clinical hours. The total number of required hours depends on whether the thesis option is selected. A written comprehensive
exam will be required during the final semester. The research requirement is a two-hour clinical project that is to be completed during the final semesters of the program. Students selecting the thesis option will be exempt from the research project requirement.

**MSN CORE (17/18 Hrs.)**

- NSG 601 Adv Pract Nurs: Roles Issues (2)
- NSG 610 Theory for Adv Pract Nurs (2)
- NSG 611 Research for Adv Pract Nurs (3)
- NSG 616 Econ and Org of Heal Care (2)
- NSG 623 Adv Health/Phys Assess (3)
- NSG 679 or 699 Res Project/Thesis (2/3)

**FNP COGNATES (10 Hrs.)**

- NSG 627 Diagnostics (2)
- NSG 671 Soc and Beh. Heal Prob (2)
- NSG 624 Fam Heal Prob in the Rural Comm (2)
- NSG 622 Adv. Pharmacology (4)

**MSN CORE (17/18 Hrs.)**

- NSG 601 Adv Pract Nurs: Roles Issues (2)
- NSG 610 Theory for Adv Pract Nurs (2)
- NSG 611 Research for Adv Pract Nurs (3)
- NSG 616 Econ and Org of Heal Care (2)
- NSG 623 Adv Health/Phys Assess (3)
- NSG 679 or 699 Res Project/Thesis (2/3)

**FNP COGNATES (10 Hrs.)**

- NSG 627 Diagnostics (2)
- NSG 671 Soc and Beh. Heal Prob (2)
- NSG 624 Fam Heal Prob in the Rural Comm (2)
- NSG 622 Adv. Pharmacology (4)

**MSN CORE (17/18 Hrs.)**

- NSG 601 Adv Pract Nurs: Roles Issues (2)
- NSG 610 Theory for Adv Pract Nurs (2)
- NSG 611 Research for Adv Pract Nurs (3)
- NSG 616 Econ and Org of Heal Care (2)
- NSG 623 Adv Health/Phys Assess (3)
- NSG 679 or 699 Res Project/Thesis (2/3)

**FNP COGNATES (10 Hrs.)**

- NSG 627 Diagnostics (2)
- NSG 671 Soc and Beh. Heal Prob (2)
- NSG 624 Fam Heal Prob in the Rural Comm (2)
- NSG 622 Adv. Pharmacology (4)

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

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

**FNP Core (6 hours)**

- NSG 617 Pathophys. for Adv Pract Nur (3)
- NSG 623 Adv Health/Phys Assess (3)

**FNP Cognate (10 hours)**

- NSG 627 Diagnostics (2)
- NSG 671 Soc and Beh Heal Prob (2)
- NSG 624 Fam Heal Prob in the Rural Comm (2)
- NSG 622 Adv Pharmacology (4)

**FNP Core (22 hours)**

- NSG 625 Clinical Management I (1)
- NSG 673 FNP II: Reproductive Health & the Childbearing Fam (3)
- NSG 674 FNP III: Primary Care of Children & Adolescents (3)
- NSG 675 FNP IV: Primary Care of Adults and Elderly (3)

- NSG 683 FNP II: Clinical Mgt. (2)
- NSG 684 FNP III: Clinical Mgt. (3)
- NSG 685 FNP IV: Clinical Mgt. (3)
- NSG 686 FNP V: Primary Care Clinical Practicum (4)

**Master of Science in Nursing (M.S.N.) Nurse Educator**

The Master of Science degree in Nursing (M.S.N.), Nurse Educator, prepares nurses in an advanced practice role with competency in one of three educational areas: academic educator, staff educator, or patient educator. The three-year program requires 38 to 39 semester hours
of graduate course work including a 3 credit hour practicum. The total number of required hours depends on whether the thesis option is selected. A written comprehensive exam will be required during the final semester. The research requirement is a two-hour project that is to be completed during the final semesters of the program. Students selecting the thesis option will be exempt from the research project requirement.

**MSN CORE (17-18 Hrs.)**
- NSG 601 Roles/Issues (2)
- NSG 610 Theory (2)
- NSG 611 Research (3)
- NSG 616 Econ/Org (2)
- NSG 617 Pathophys (3)
- NSG 623 Phys Assess (3)
- NSG 679/699 Project/Thesis (2-3)

**NE Core (9 Hrs.)**
- NSG 651 Curriculum Develop (3)
- NSG 652 Teach/Lrn in Nsg. Ed (3)
- NSG 687 Educational Practicum (3)
  (180 clock hours)

**NE COGNATES (9 Hrs.)**
- MHS 530 Ed Health Prof (3)
- MHS 668 Mgmt Systems (3)
- EDCI 609 Test/Measurement (3)

**ELECTIVES (3-4 Hrs.)**
- NSG 622
- NSG 624
- NSG 671
- NSG 673, 674, 675
- PSY 621

**Nurse Educator (NE) Post-Graduate Certificate Program**

The Nurse Educator post-graduate certificate is available for those students who have earned a Master of Science in Nursing (M.S.N.) degree or those with a Masters degree in a related discipline. The postgraduate certificate program requires 18 semester hours of study and can be completed in four semesters. The courses required for the NE Certificate are:

**NE Core (9 hours)**
- NSG 651 Curriculum Develop (3)
- NSG 652 Teach/Lmn in Nsg. Ed (3)
- NSG 687 Educational Practicum (3)
  (180 clock hours)

**NE Cognate (9 hours)**
- MHS 530 Ed Health Prof (3)
- MHS 668 Mgmt Systems (3)
- EDCI 609 Test/Measurement (3)

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

**Educational Leadership**

The Ed.S. degree in educational leadership has two concentrations, one leading to eligibility for North Carolina advanced certification in educational administration, the other leading to eligibility for North Carolina advanced certification in educational supervision. The Ed.S. builds on the M.S.A. program and incorporates elements of the educational leadership doctoral program. The Ed.S. requires a minimum of 36 semester hours above the master’s degree.

The administration concentration includes:

Research component, 3 hours: EDCI 706, EDCI 611, or EDCI 702.

Professional component, 9 hours: EDCI 709, EDSU 605, EDL 611, EDL 612, EDL 620, EDL 630, EDL 896, EDEL 566/666, or COUN 600. Or other courses suggested by the academic advisor.

Educational Leadership component, 18 hours: EDL 640, EDL 650, EDL 660, EDL 820, EDL 731, EDL 800, EDL 810, EDCI 800, or EDCI 802. Or other courses suggested by the academic advisor.

Internship and seminar, 6 hours: EDL 686, EDL 687, EDL 883, or EDL 884.
The supervision concentration includes:

Research component, 3 hours: EDCI 706, EDCI 611, or EDCI 702.

Professional component, 9 hours: EDCI 709, EDL 705, EDL 620, EDL 896, EDEL 566/666, or COUN 600. Or other courses suggested by the academic advisor.

Educational Supervision component, 18 hours: EDCI 603, EDSU 630, EDL 611, EDL 612, EDL 630, EDL 650, EDL 820, EDL 731, EDCI 800, or EDCI 802. Or other courses suggested by the academic advisor.

Internship and seminar, 6 hours: EDL 883 or EDL 884.

Students are required to build and maintain a portfolio demonstrating skill, knowledge, and experience in educational leadership. This portfolio is presented to a panel of faculty during the last semester of the program.

In order to be licensed at the Ed.S. level by the North Carolina Board of Education, graduates must pass the superintendent’s licensure exam (administration concentration) or the Praxis in Educational Leadership (supervision concentration).

Completion of the Ed.S. does not qualify a student for admission to the Ed.D. Students admitted to the Ed.D. must request transfer of hours taken at the Ed.S. level to the doctoral program. Cases will be judged on an individual basis.

**Doctor of Education Degree Program (Ed.D.)**

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

The program requires 60 semester hours beyond the master’s degree; a full year of residency; a core of course work in leadership, research, and a concentration area; an extensive internship; a written comprehensive examination and a dissertation. The areas in which courses must be completed are as follows:

Leadership core (21 semester hours): EDCI 800, 802, 805, EDL 800, 810, 820, and 896.

Research core (12 semester hours): EDCI 706, 711, 805, 895

Concentration area core (15 semester hours):
- Community College/Higher Education: EDL 895 (required) and 12 hours selected from EDHE 805, 810, 820, 830, or 840
- Curriculum and Instruction: EDL 895 (required) and 12 hours selected from EDCI 709, 796, EDL 715, 760, or 886.
- Educational Leadership: EDL 895 (required) and 12 hours selected from EDCI 709, EDL 715, 730, 732, 740, 750, 760, 876 or 897.

Internship (6 semester hours): EDL 884 and 885.


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

Candidates must complete the doctoral program within seven years from the date of admission. The doctoral dissertation must be completed within three years of entering candidacy, which begins upon successful completion of written comprehensive examination. Students must be continuously registered in the program. Students may take research, continuing registration, and/or topics courses after they have attained the 60-semester hour requirement.
Degree requirements for the Doctor of Education Degree

It is expected that applicants will possess the master's degree in school administration, supervision, or curriculum. Admission without the appropriate master's degree will be conditional, with the individual expected to complete either a master's degree program or prescribed coursework prior to being admitted as a candidate for the Ed.D. Applicants possessing the Ed.S. degree or credits toward the Ed.S. degree may have coursework that can reduce the number of hours required for the doctoral program. These applicants will be reviewed on a case-by-case basis and individual programs will be developed. In no case, however, will be the requirement of one year of full-time residence be waived.

Applicants must have a grade point average of 3.5 on all previous graduate work, satisfactory combined scores on any two of the three sections of the General Test of the Graduate Record Examinations, a minimum of three years of teaching experience, and three references from persons in leadership roles in educational organizations or who are knowledgeable about the applicant's prior academic performance in higher education. Applicants must have successful teaching experience, the capability to pursue graduate-level studies, and the potential to assume a leadership role in education. Applicants who meet the described criteria will be interviewed by an admission committee of Educational Leadership and Foundations department faculty. The committee will assess such things as writing and communication skills, commitment to pursuing a career as an educational leader, the capacity for further graduate study, and the potential for a leadership role in schools. Additional information and materials may be requested.
COURSE DESCRIPTIONS

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

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

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

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

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

Guide to Course Prefixes

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Field of Study</th>
<th>Department</th>
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<tr>
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<td>Accounting</td>
<td>Accountancy, Finance, and Entrepreneurship</td>
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<tr>
<td>ANTH</td>
<td>Anthropology</td>
<td>Anthropology and Sociology</td>
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<td>ART</td>
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<td>Academic Affairs</td>
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</table>
Accounting (ACCT)

601 Financial Analysis (3)
Concepts of financial and industry analysis with emphasis on evaluation of corporate
performance and financial strength.

605 Accounting Theory and Practice I (3)
Conceptual framework of financial accounting, cash flows, financial statements, cash,
receivables, inventories, property, plant, and equipment, intangibles, revenue recogni-
tion. PREQ: 275 or equivalent.

615 Accounting Theory and Practice II (3)
Liabilities, stockholders' equity, investments, income taxes, pensions, leases, accounting
changes, and disclosure issues. COREQ: 605.

616 Accounting Theory and Practice III (3)
Consolidated financial statements, international accounting, not-for-profit accounting,
and advanced issues. PREQ: 615.

620 Income Tax Theory and Applications (3)
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. PREQ: 355 or equivalent.

625 Advanced Accounting Information Systems (3)
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. PREQ: Admission to the M.Ac., M.B.A., or
M.P.M. program.

630 Cost/Managerial Accounting (3)
Managerial and cost accounting standards and principles and application of the
principles to preparation of managerial accounting reports. PREQ: Admission to the
M.Ac., M.B.A., or M.P.M. program.

635 Accounting and Auditing Concepts in Not-for-Profit Organizations (3)
Budgeting, accounting, and internal auditing concepts with special emphasis on the
governmental and not-for-profit sectors of the economy. PREQ: Admission to the
M.Ac., M.B.A., or M.P.M. program.

640 Auditing (3)
Standards and principles of internal and external auditing, regulatory agency promulga-
tions, and application of the standards and principles to preparation of auditing opinion.
PREQ: 615.

651 Managerial Accounting (3)
Concepts underlying financial reports, management applications of cost, and accounting
measurement. PREQ: M.B.A. 500 or equivalent.

661 Advanced Theory (3)
Pronouncements of the American Institute of CPAs, the Financial Accounting Standards
Board, and Cost Accounting Standards Board; current accounting literature.

662 Taxation and Business (3)
Tax laws affecting business decisions involving capital expenditures; timing of income
and expenditures; alternative financing.

682 Research Project in Accounting (3, R6)
PREQ: Detailed project proposal must be approved by department head and director
of graduate programs in business.
Accounting Internship (3, 3, 3)
A full-time work situation providing in-depth experience in accounting practices. S/U grading. 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.

Topics in Accounting (1-3, R6)
PREQ: Permission of department head and director of graduate programs in business.

Continuing Research - Non-Thesis Option (1, R10)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Must NOT be enrolled in a thesis program. S/U grading.

Anthropology (ANTH)

Minority Groups (3)
Relations between dominant and subordinate races and ethnic groups; historical and comparative aspects; African Americans, Chicanos, and Indians. PREQ: 260 or SOC 231.

Southern Appalachian Culture (3)
Stability and change in the sociocultural institutions of the region. PREQ: 260 or SOC 231.

Comparative Family (3)
The family as a social institution in various cultures. PREQ: 260 or SOC 231.

North American Prehistory (3)
Cultural history of the peoples of prehistoric North America, including Mexico. PREQ: 250 or permission of instructor.

Archaeological Field Techniques (3)
Basics of field work; surveying, photography, excavation, recording, and preservation techniques. PREQ: Permission of instructor.

Archaeological Problems and Analyses (3)
Experience in collecting and analyzing relevant archaeological data. PREQ: Permission of instructor.

Indians of North America (3)
Traditional and changing lifestyles of native North Americans; environmental adaptations, social organizations, religions, and arts. PREQ: 260 or permission of instructor.

Cultures of South Asia (3)
The cultures of India, Pakistan, Ceylon, Nepal, Afghanistan, and other South Asian countries. PREQ: 260.

Folklore (3)
Major forms, theories, and functions of lore among the world’s cultures; collection, classification, and analysis of folklore. PREQ: Permission of instructor.

Contemporary Cherokee Culture and Society (3)
Present-day Cherokee culture and society; the effects of tourism and the reservation system on lifestyles. PREQ: 260 or permission of instructor.

Cultures of sub-Saharan Africa (3)
Cultural diversity and development in sub-Saharan Africa from earliest times to the present.
581 Independent Study in Anthropology (1-2, R6)
PREQ: Written application; approval of instructor and advisor.

593 Topics in Anthropology (3, R6)
PREQ: Permission of instructor.

Art (ART)

531 Drawing Problems (1-9, R12)
Individual studio projects. PREQ: Permission of instructor. 6 Studio.

532 Design Problems (3, R6)
PREQ: Permission of instructor. 6 Studio.

533 Painting Problems (1-9, R12)
Individual studio projects. PREQ: Permission of instructor. 6 Studio.

534 Printmaking Problems (1-9, R12)
Individual studio projects. PREQ: Permission of instructor. 6 Studio.

535 Book Art Problems (1-9, R12)
Individual studio projects. PREQ: Permission of instructor. 6 Studio.

544 Sculpture Problems (1-9, R12)
Individual studio projects. PREQ: Permission of instructor. 6 Studio.

551 Ceramics Problems (1-9, R12)
Individual studio projects. PREQ: Permission of instructor. 6 Studio.

553 Weaving Problems (3, R6)
PREQ: Permission of instructor. 6 Studio.

561 Imaging and Digital Problems (1-9, R12)
Integration of video, photo imaging, computer imaging, animation and other electronic media. PREQ: Permission of instructor. 6 Studio.

564 Art Education Problems (3, R6)
PREQ: Permission of instructor.

571 Integrated Media Problems (1-9, R12)
Individual and collaborative research with various disciplines in the visual arts, dance, theater, music, the environmental and social sciences, architecture, and related areas. PREQ: Permission of instructor. 6 Studio.

582 Independent Study in Art Issues (1-6)
PREQ: Written proposal; permission of instructor. 6 Studio.

586 Exhibition Practicum (3)
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. PREQ: Permission of department head.

593 Topics in Studio Art (1-9, R12)
Projects, summer programs, or workshops. PREQ: Permission of instructor. 6 Studio.

596 Art History Seminar (3)
PREQ: Permission of instructor.

597 Contemporary Issues Seminar I (3)
Common seminar required of all majors with emphasis on contemporary issues in the art world and related disciplines. PREQ: Permission of instructor.
631 Drawing Studio (1-9, R15)
Advanced studio projects. PREQ: Permission of instructor. 6 Studio.

632 Design Studio (1-9, R15)
Advanced studio projects. PREQ: Permission of instructor. 6 Studio.

633 Painting Studio (1-9, R15)
Advanced studio projects. PREQ: Permission of instructor. 6 Studio.

634 Printmaking Studio (1-9, R15)
Advanced studio projects. PREQ: Permission of instructor. 6 Studio.

635 Book Arts Studio (1-9, R15)
Advanced individual studio projects. PREQ: Permission of instructor. 6 Studio.

644 Sculpture Studio (1-9, R15)
Advanced studio projects. PREQ: Permission of instructor. 6 Studio.

651 Ceramics Studio (1-9, R15)
Advanced studio projects. PREQ: Permission of instructor. 6 Studio.

652 Metals Studio (1-9, R15)
Advanced studio projects. PREQ: Permission of instructor. 6 Studio.

653 Graduate Weaving (3, R9)
6 Studio.

661 Imaging and Digital Studio (1-9, R15)
Advanced studio on integration of video, photo imaging, computer imaging, animation and other electronic media. PREQ: Permission of instructor. 6 Studio.

666 Photography Problems (3, R6)
PREQ: Permission of instructor. 6 Studio.

667 Photography Studio (1-9, R15)
Advanced studio projects. PREQ: Permission of instructor. 6 Studio.

671 Integrated Media Studio (1-9, R15)
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. PREQ: Permission of instructor. 6 Studio.

673 Community Service Projects (3)
Individual or collaborative projects in the regional non-profit, educational or professional cultural community. S/U grading. PREQ: Permission of instructor. 6 Studio.

674 Studio Critique (1-9, R15)
Assessment of student work and progress from a team of visiting critics. PREQ: Permission of instructor. 6 Studio.

675 Professional Preparation (3)
Professional preparation of portfolio, exhibition, writing, resourcing and social skills. PREQ: Permission of instructor. 6 Studio.

680 Independent Study in Art Education (3, R6)
PREQ: Written proposal; permission of instructor.

681 Graduate Problems in Studio Art (1-9, R15)
PREQ: Permission of instructor. 6 Studio.

682 Independent Study in Art Issues (1-6)
PREQ: Permission of instructor. 6 Studio.
696 Contemporary Issues Seminar II (3)
Common seminar required of all majors with emphasis on contemporary issues in the art world and related disciplines. PREQ: 597. 6 Studio.

697 Seminar in Art Education (3, R6)
Philosophical, aesthetic, psychological, and curricular ramification of issues in art education.

698 Contemporary Issues Seminar III (3)
Common seminar required of all majors with emphasis on contemporary issues in the art world and related disciplines. PREQ: 597, 696. 6 Studio.

699 Thesis Exhibition (6)
Written thesis and solo exhibition with oral defense. PREQ: Permission of instructor.

779 Continuing Research—Non-Thesis Option (1, R10)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Must NOT be enrolled in a thesis program. S/U grading.

799 Continuing Research—Thesis Option (2, R24)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Student must be enrolled in a thesis program. S/U grading.

Arts and Sciences Interdisciplinary Courses (Asi)

593 Topics in American Studies (3, R6)
Seminar on particular facets of American culture such as literature and art, philosophy and politics, and folklore and society.

594 Topics in Cherokee Studies (3, R6)
Various topics in Cherokee Studies such as anthropology, history, sociology, and literature. PREQ: Permission of instructor.

Astronomy (AsT)

601 Astronomy for Teachers (3)
Solar and stellar astronomy; methods and materials for elementary and secondary teaching.

Biology (BIOL)

513 Principles of General Microbiology (2)
Morphology, physiology, immunology, and ecology of microorganisms; microorganisms and disease.

514 Methods of General Microbiology (2)
Microscopy; morphological, cultural, physiological, and serological characteristics of microorganisms; microbiology of food, water, and soil. 6 Lab.

515 Plant Physiology (3)
516 Plant Molecular Biology (3)
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.

517 Biochemistry (3)
The metabolism of carbohydrates, lipids, nucleic acids, and proteins in plant and animal systems.

519 Cell Biology (4)
Structure, function and techniques for the study of cells. 3 Lecture, 3 Lab.

520 Darwin's Origin of Species (3)
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. PREQ: 140, 141, 304, and 305 or equivalent.

525 Flora of the Southern Appalachians (4)
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.

534 Terrestrial Ecology (4)
Populations, ecosystems, community structure, and dynamics; major North American biomes; field and descriptive methods; required weekend field trips. 2 Lecture, 6 Lab/Field.

535 Aquatic Ecology (4)
Biological, physical, and chemical components and processes in lakes and streams; field studies of local lakes and their biota. 2 Lecture, 6 Lab.

543 Evolutionary Processes (3)
Mechanisms of evolution; emphasis on current research and hypotheses such as group selection, kin selection, r and K selection, and sympatric speciation.

551 Biology of Fungi (4)
Slime molds and true fungi; life histories, morphology, host-parasite relationships, fine structure, and phylogeny. 3 Lecture, 3 Lab.

553 Principles of Systematics (4)
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. 3 Lecture, 3 Lab.

555 Vascular Plants (4)
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.

557 Biology of Algae (4)
Life histories, morphology, reproduction and phylogeny of the algae. 3 Lecture, 3 Lab.

566 Aquaculture (1)
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.

567 Biostatistics (3)
Statistical concepts and methods for biologists, design of experiments for computer analysis by ANOVA, single or multiple regression, principal components. PREQ: An elementary statistics course or permission of instructor. 2 Lecture, 2 Lab.

570 Biology of Arthropods (4)
Functional morphology, physiology, natural history, and systematics of the arthropods; field/lab emphasis on spiders. 2 Lecture, 6 Lab.
Animal Behavior (4)
Mechanisms, development, functional significance, and evolution of behavior; individual research projects, films, and discussions in lab. 3 Lecture, 3 Lab.

Microbial Ecology (4)
Ecology of Archaea and Bacteria. Population and community detection, diversity, and roles in biogeochemical cycling using cultivation and molecular techniques. PREQ: 304 and 413 or 414. COREQ: 573 Lab. 3 Lecture, 3 Lab.

Contemporary Fisheries (3)
Biological concepts and alternative management practices involved in the protection, conservation, restoration, augmentation, and cultivation of fisheries resources. 2 Lecture, 2 Lab.

Cooperative Education in Biology (3, R6)
PREQ: Minimum of 9 hours of graduate courses with at least a B average and approval of department head, advisor, and cooperative education coordinator. Only 3 hours apply toward degree. S/U grading.

Advanced Studies in Biology (1-6, R12)
PREQ: Permission of department head.

Principles of Chemical Ecology (3)
Biochemistry, physiology, and function of secondary compounds stressing alkaloids, phenolics, and terpenoids.

Molecular Biology (3)

Principles of Chemical Ecology Laboratory (2)
Techniques for isolating, identifying, and studying biological functions of alkaloids, phenolics, and terpenoids. COREQ: 612. 6 Lab.

Biogeography (3)
Plant and animal distribution; ecological and historical factors contributing to distribution of the earth's biota.

Ichthyology (4)
Systematics, life history, ecology, and identification of groups of fishes; collection of local fishes. 2 Lecture, 6 Lab/Field.

Topics in Biology (1-6, R12)
PREQ: Permission of department head.

Topics in Biology (1-6, R12)
PREQ: Permission of department head. S/U grading.

Introduction to Graduate Studies in Biology (2)
An introduction to teaching methods, experimental design, and methods of computer literature searching and Internet access.

Thesis (3, R12)
Only 6 semester hours may be applied toward degree.

Continuing Research—Non-Thesis Option (1, R10)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Must NOT be enrolled in a thesis program. S/U grading.

Continuing Research—Thesis Option (2, R24)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Student must be enrolled in a thesis program. S/U grading.
**Business Administration (BA)**

589 **Cooperative Education Experience (3)**
An elective in addition to existing program requirements. PREQ: Minimum of 9 hours at the 600 level with at least a B average. S/U grading.

593 **Current Topics in Business Administration (1-3, R4)**
New or innovative approaches to solving business problems. Not available for credit toward graduate degrees in the College of Business. PREQ: Permission of instructor and director of graduate programs in business.

682 **Independent Research Project (3)**
Supervised, student initiated research project. PREQ: Permission of department head and Director of Graduate Program. Three supervised contact hours with instructor.

693 **Topics in Business Administration (3, R6)**
PREQ: Permission of department head and director of graduate programs in business.

779 **Continuing Research—Non-Thesis Option (1, R10)**
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Must **NOT** be enrolled in a thesis program. S/U grading.

**Business Law (LAW)**

630 **International Law (3)**
Its practice, sources, sphere of operation, questions determined by it, applicable courts, and extent to which it is observed and enforced.

693 **Topics in Business Law (1-3, R6)**
PREQ: Permission of department head and director of graduate programs in business.

695 **Seminar in Business Law (3)**
PREQ: Permission of instructor.

**Chemistry (CHEM)**

532 **Instrumental Analysis II (3)**
Advanced environmental, biological, and materials applications of modern chemical instrumentation.

541 **Advanced Organic Chemistry (3)**
Synthetic methods and mechanistic study to include selected topics emphasizing relationships between structure and reactivity. PREQ: 242 and 370.

542 **Introduction to Organic Polymers (3)**
Linear and cross-linked polymers; selected topics emphasizing relationships between structure and properties. PREQ: 370.

553 **Physical Chemistry II (3)**
Quantum mechanics; introduction to molecular spectroscopy; applications of thermodynamics. PREQ: 352, MATH 255, and PHYS 230.

554 **Computer Interfacing (3)**
Digital logic, computer design; interfacing computers to laboratory instruments. PREQ: Permission of instructor. 2 Lecture, 3 Lab.
561 Environmental Chemistry (3)
Sources, reactions, transport, effects, and fates of chemical species in water, soil, air, and living environments. PREQ: 352.

562 Molecular Bioinformatics (3)
Provides experience in the computer analysis of DNA and protein sequences, interrogating gene bank databases, and predicting protein structures and functions. PREQ: 361 or permission of instructor. 2 Lecture, 3 Lab.

563 Molecular Biotechnology (3)
Overview of modern biotechnology from a molecular perspective.

564 Genomics (3)
Molecular aspects of cellular genomes.

570 Advanced Instrumental Analysis Laboratory (1)
Practical environmental, biological, and materials applications of modern chemical instrumentation.

589 Cooperative Education in Chemistry (3, R6)
PREQ: Minimum of 9 hours of graduate courses, minimum B average in graduate work, and approval of department head, advisor, and cooperative education coordinator. Only 3 semester hours may be applied toward a degree. S/U grading.

593 Topics in Chemistry (1-3, R6)
PREQ: Permission of department head.

621 Graduate Inorganic Chemistry (3)
Structure and bonding in inorganic compounds; acid-base theory; coordination complexes of transition metals; introduction to crystal-field and ligand-field theory.

652 Graduate Physical Chemistry (3)
Overview of chemical thermodynamics, kinetics, and quantum mechanics.

691 Topics in Chemical Education (1-3, R9)
PREQ: High school chemistry teaching experience; permission of department head.

692 Topics in Inorganic Chemistry (3, R6)

693 Topics in Analytical Chemistry (3, R6)

694 Topics in Organic Chemistry (3, R6)

695 Topics in Physical Chemistry (3, R6)

696 Seminar in Chemistry (1, R3)

698 Research in Chemistry (3, R15)
PREQ: Permission of Thesis Research Advisory Committee. Only 9 semester hours may be counted toward a degree.

699 Thesis (3, R9)
PREQ: CHEM 698 and permission of Thesis Research Advisory Committee. Only 3 semester hours may be counted toward a degree.

779 Continuing Research—Non-Thesis Option (1, R10)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Must NOT be enrolled in a thesis program. S/U grading.
Continuing Research—Thesis Option (2, R24)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Student must be enrolled in a thesis program. S/U grading.

College Student Personnel (CSP)
530 College Student Subcultures and Student Characteristics (3)
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.

593 Topics in College Student Personnel (1-3, R9)
PREQ: Permission of instructor.

605 Introduction to College Student Personnel (3)
Introduction to student affairs in higher education focusing on the foundations of the profession, theoretical bases, models of practice, and employment competencies.

611 Organization and Administration of College Student Personnel Services (3)
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.

621 Theories of College Student Development (3)
Overview of theories of student development most widely accepted in student affairs professional circles.

630 Legal Issues for College Student Personnel (3)
Examination of the regulatory, statutory and case law that governs the operation of institutions of higher education with particular emphasis on student affairs issues.

683 Internship I (1-3, R6)
Supervised practicum in college student personnel programs. Three-four hours of field-based practica per week per one credit hour. PREQ: 605 and permission of advisor.

684 Internship II (1-3, R6)
Advanced supervised practicum in college student personnel programs. Three-four hours of field-based practica per week per one credit hour. PREQ: Permission of advisor.

685 Internship III (1-3, R6)
Advanced supervised practicum in college student personnel programs. Three-four hours of field-based practica per week per one credit hour. PREQ: Permission of advisor.

693 Topics in College Student Personnel (1-3, R9)
PREQ: Permission of instructor.

695 Seminar in College Student Personnel (3)
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. PREQ: Permission of advisor.

Communication—Electronic Media (CMEM)
593 Selected Topics (3)
Communication—Human Communication (CMHC)  
593 Selected Topics (3)

Communication—Print Media (CMPM)  
593 Selected Topics (3)

Communication—Public Relations (CMPR)  
593 Selected Topics (3)

Communication—Theatre Arts (CMTA)  
586 Theatre Production (3)  
PREQ: Permission of instructor.
593 Selected Topics in Theatre Arts (3)

Communication Sciences and Disorders (CSD)  
551 Sign Language I (3)  
Basic beginning sign-language skills, receptive and expressive; cultural issues.

552 Sign Language II (3)  
Advanced sign-language skills, receptive and expressive; cultural issues. PREQ: 551 or equivalent.

576 Language Disorders in Children (3)  
Analysis of childhood language disorders; evaluation and implementation of treatment approaches. PREQ: 301, 370, 471 or equivalent.

594 Topics in Communication Disorders (1-3, R6)  
PREQ: Permission of instructor.

595 Seminar in School Practice (1-3)  
Current issues in school practice; application of research to assessment and intervention. PREQ: Permission of instructor. 1-3 Seminar.

620 Infant Toddler Communication (3)  
This course describes the acquisition of communication and language in the first 30 months of life.

630 Professional Issues in Communication Sciences and Disorders (3)  
Review and analysis of professional issues that impact services delivery in communication sciences and disorders and strategies for addressing the issues.

640 Voice Disorders (3)  

647 Language Disorders (3)  
Advanced study of current language assessment/intervention techniques.

648 Language Disorders - School Age (3)  
Current issues in language and learning disabilities; application of research to assessment and intervention.

660 Psychology of the Hearing-Impaired (3)  
Effects of congenital and acquired auditory-sensory deprivation on the development and maturation of the hearing-impaired; habilitation, counseling, and management is stressed.
Articulation and Phonological Disorders (3)
Current issues in articulation and phonology; application of research to assessment and intervention.

Communication Problems of Aging (3)
Survey of communication problems and their remediation in geriatric populations.

Language Disorders—Preschool (3)
Analysis of language disorders among the preschool population: Evaluation and implementation of treatment approaches.

Fluency Disorders (3)
Theory, assessment, and treatment of stuttering and other fluency disorders in children and adults.

Language Disorders in Adults (3)
Theory, diagnosis, and treatment of adult language disorders.

Neurogenic Speech Disorders (3)
Theory, diagnosis, and treatment of neurogenic speech disorders including apraxia, dysarthria, cerebral palsy, and dysphagia.

Diagnostics (3)
Clinical procedures used in evaluating communication disorders.

Management of Communication Disorders (3)
Analysis of clinical methods proven useful in the treatment of communicatively handicapped individuals across the lifespan.

Management of Orofacial Anomalies (3)
Etiology, diagnosis, and treatment of communication disorders associated with orofacial anomalies.

Dysphagia (3)
Diagnosis and treatment of persons with feeding and/or swallowing disorders.

AAC Assessment and Intervention (3)
Study of augmentative/alternative communication systems and assessment/intervention strategies for persons with severe disabilities.

Independent Study—Master’s Project (3)
Directed Research Project. PREQ: Permission of instructor.

Research in Communication Disorders (3)
Study and application of research designs and statistics in communication disorders.

Clinical Practicum (1-3, R15)
Supervised clinical experiences in varied settings. PREQ: Permission of instructor. 3 Clinical experience.

Seminar in Articulation and Phonology (1-3, R3)
Current issues in articulation and phonology; application of research to assessment and intervention. PREQ: Permission of instructor. Seminar 1-3.

Seminar in Language (1-3)
Current issues in language acquisition; application of research to assessment and intervention. PREQ: Permission of instructor. Seminar 1-3.

Seminar in Fluency (1-3)
Current issues in fluency disorders; application of research to assessment and intervention. PREQ: Permission of instructor. Seminar 1-3.
Seminar in Voice (1-3, R3)
Current issues related to the diagnosis and treatment of functional-organic disorders; application of research to assessment and intervention. PREQ: Permission of instructor.

Thesis (3, R6)
PREQ: 682 or EDCI 602 and permission of instructor.

Continuing Research—Non-Thesis Option (1, R10)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Must NOT be enrolled in a thesis program. S/U grading.

Topics in Severe Disabilities I (3)
Introductory graduate seminar addressing communicative abilities and needs of persons with severe disabilities and autism. PREQ: Admission to the WCU Communication Disorders Program in Severe Disabilities.

Topics in Severe Disabilities II (3)
Second seminar addresses communication-based practice issues for persons with severe disabilities and autism.

Continuing Research—Thesis Option (2, R24)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Student must be enrolled in a thesis program. S/U grading.

Computer Information Systems (CIS)

Managerial Communication (3)
Formal managerial communication for decision-making with strong emphasis on written and oral presentation skills: includes intranet, extranet, policies, and mission statements.

Information Systems for Competitive Advantage (3)
Fundamentals of information systems, use of information systems to gain competitive advantage, and IT as an agent for change in organizations. PREQ: M.B.A. 500, 505, 510, 515, 520, 525, or equivalents.

Systems Analysis and Development (3)
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.

Database Management Systems (3)
Centralized information system design and implementation for business applications, logical system model, physical model, and database application development.

Research Project in Computer Information Systems (3, R6)
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. PREQ: Detailed project proposal must be approved by department head and director of graduate programs in business.

Topics in Information Systems (1-3, R6)
Current and emerging topics in information systems. PREQ: Permission of department head and director of graduate programs in business.
Computer Science (CS)

552 Advanced Computer Architecture (3)
Advanced topics in computer architecture including pipelining, multiple and parallel processing systems, issues in performance enhancement, data flow computers, and VLSI computations. PREQ: 350.

555 Computer System Performance Analysis (3)
Performance evaluation of computer systems and computer networks; measurement and benchmarks, simulation, and analytical models (stochastic processes and queuing theory). PREQ: 370 and MATH 270.

560 Compiler Construction II (3)
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. PREQ: 460.

564 Microcomputer Development (3)
Software and hardware development and interfacing for dedicated microcomputer applications. PREQ: PHYS 302 or IT 371. 2 Lecture, 2 Lab.

565 Computer Networks (3)
Protocol layers, error control, media access, routing, congestion control, TCP/IP, name resolution, socket programming, client-server, interface definition languages, component APIs. PREQ: 151 and 250.

580 Artificial Intelligence (3)
Machine intelligence; problem reduction, state space search, game trees, expert systems, resolution principle; introduction to LISP. PREQ: 351.

593 Selected Topics in Computer Science (1-6, R6)
PREQ: Permission of department head.

Counseling (COUN)

600 Individual and Group Helping Skills (3)
Exploration of helping roles; individual interviewing skills, group process skills demonstration, role playing, and recordings; for noncounseling majors.

601 Professional Orientation (1)
Introduction to counseling profession: roles; history; professional issues; ethical and legal concerns. COREQ: 623 or 660.

605 The Helping Relationship (3)
Analysis of the helping relationship; development of helping skills; demonstrations, role playing, and recordings; professional orientation; ethical issues; on-campus laboratory experience required. PREQ: Admission to graduate program in counseling.

610 Family Counseling (3)
Survey of basic family counseling theories: structural, strategic, systemic, experiential, and intergenerational. PREQ: 630, 631 or permission of instructor.

615 Multicultural Counseling (3)
Social and cultural considerations in counseling; study of ethnic groups, subcultures, changing roles of women, use of leisure time, differing life patterns and their implications for counseling. PREQ: Admission to graduate program in counseling or permission of instructor.
617 Substance Abuse Counseling (3)
A systems-based study of substance abuse and its effects upon the individual, family, and community; implications for counseling the substance abuser.

620 Counseling Children and Adolescents (3)
Individual and group counseling approaches for use with children and adolescents, focusing on both developmental and remedial methods. PREQ: Permission of instructor.

623 Introduction to Community Counseling (2)
Concepts and current practices in counseling in community-agency settings; consideration of a model community counseling program. COREQ: 601.

625 Counseling: Developmental Perspectives (3)
Counseling issues related to social, cognitive, physical, and personality factors in human life span development. PREQ: Admission to graduate program in counseling or permission of instructor.

630 Theories of Counseling (2)
Selected theories of counseling; development of personal model of counseling. PREQ: 605. COREQ: 631.

631 Techniques of Individual Counseling (1)
Applications of counseling theories: demonstrations, supervised practice, role playing. PREQ: 605. COREQ: 630.

633 Crisis Intervention Counseling (3)
Theory and strategy in crisis intervention counseling, role playing, and modeling; participation and skill development stressed. PREQ: 605 or permission of instructor.

635 Group Methods in Counseling (3)
Theories, techniques, materials, and procedures used in group interaction; participation in group processes required. PREQ: 605. PREQ or COREQ: 630, 631.

640 Measurement and Appraisal in Counseling (3)
Statistical concepts in testing and measurement; selection, administration, and interpretation of tests and other appraisal methods. PREQ: Admission to graduate program in counseling or permission of instructor.

645 Consultation and Collaboration (3)
The role of the counselor as consultant and collaborator; models, roles, and skills; ethical and multicultural issues.

650 Career Development (3)
Philosophy, theory, and research in career development and vocational choice processes; career information resources; applicability to special groups. PREQ: Admission to graduate program in counseling or permission of instructor.

655 Career Counseling (3)
Approaches to career counseling; occupational analysis; synthesis of personal counseling, information, and assessment in career counseling. PREQ: 650. PREQ or COREQ: 630 and 640.

660 School Counseling Program Development (2)
Organization, maintenance, evaluation, and improvement of developmental K-12 school counseling programs; relationship to total school program. COREQ: 601.

665 Implementing School Counseling Program (3)
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. PREQ or COREQ: 686.
The DSM and Effective Treatment Planning in Counseling (3)
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. PREQ: 605 or permission of instructor.

Research in Counseling (3)
Applications of research methodologies in counseling. PREQ: EDCI 602 or equivalent and permission of instructor.

Independent Study in Counseling (3)
PREQ: Advanced standing; permission of advisor.

Practicum in Counseling (3)
Application of skills in settings that approximate employment; audiotapes and tapescripts required; 150 contact hours required. S/U grading. PREQ: 605, 615, 630, 631 and approval by counseling faculty.

Internship in Counseling (3, R6)
Supervised, on-site experience in various counselor employment settings. Six hundred contact hours required. S/U grading. PREQ: 686 and approval by counseling faculty. (Only three hours may be applied toward degree). 3 Lab.

Seminar in Counseling (3)
PREQ: Advanced standing; permission of instructor.

Continuing Research - Non-Thesis Option (1, R10)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Must NOT be enrolled in a thesis program. S/U grading.

Internship in Counseling (3)
Supervised, in-depth experience in counseling settings; recommendation of advisor. S/U grading.

Continuing Research - Thesis Option (2, R24)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Student must be enrolled in a thesis program. S/U grading.

Criminal Justice (CJ)

Probation and Parole (3)
Development, organization, operation, and results of probation and parole systems as substitutes for incarceration.

Special Topics in Criminal Justice (1-3, R9)
Alternating topics of relevance to the justice system. PREQ: Approval of the department head.

Criminal Justice Administration (3)
Problems, policies, and practices related to executive action and administration in the justice system. PREQ: 250 or permission of instructor.

Correctional Administration (3)
Issues in correctional policy; legal and structural constraints inherent in implementing policy. PREQ: 250 or permission of instructor.
Criminal Justice/Criminological Theory (3)
Advanced analysis of criminological theories from their inception in the 18th century to present in order to explore crime causation, control, and societal responses.

Research Methods (3)
Advanced research planning, design and proposal writing; review of related literature; quantitative and qualitative data collection instruments; data analysis techniques.

Criminal Justice Policy (3)
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.

Ethics in Criminal Justice (3)
An examination of ethical issues in the various components of the criminal justice system.

Independent Study in Criminal Justice (3, R6)
PREQ: Permission of instructor.

Curriculum and Instruction (EDCI)

Social Studies in the Secondary School (3)
Curriculum, materials, and methods for in-service teachers.

Methods of Research (3)
Concepts, methodologies, and procedures in educational research; problem identification, research design, basic data analysis, and applications to educational problems.

Comparative Education (3)
Comparison of educational systems in selected cultures.

Curriculum Development (3)
Fundamentals of curriculum planning with special emphasis on relating research, theory, and practice.

Foundations of Modern Education (3)
Problems of education today; social, economic, political, and philosophical influences.

Principles and Application of Educational Research Methods and Analysis (3)
Study of research skills useful in administrative decision making; location and synthesis of existing research, research techniques, testing/measurement issues.

The Teacher Leader (3)
Students explore the changing roles that teachers have played in American schools, focusing on current formal and informal opportunities for leadership. PREQ: Admission to the MAED or MAT program.

Philosophy, History, and Sociology of Education (3)
The exploration of philosophical, historical, and social influences on American Education. Special emphasis on how these issues confront school leaders.

Methods and Practices for Learning in Content Areas (3)
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. PREQ: Admission to the MAT program.

Internship in Secondary Education and Special Subjects Areas (3, R9)
Supervised clinical experience in a school setting. PREQ: Permission of instructor. Nine hours per week in field.

Seminar in Reflective Practice in Teaching (3)
Seminar concurrent with clinical teaching practice. PREQ: Permission of instructor. COREQ: 689. For MAT students only.
699 Thesis (4)

700 Philosophy of Education (3)
Major educational philosophies; analysis of problems.

702 Research Seminar in Curriculum (3)
PREQ: Permission of department head.

706 Statistical Analysis in Research (3)
Descriptive and inferential statistical procedures used in data description and hypothesis testing.

709 Educational Testing and Assessment (3)
Selecting assessment techniques; interpreting test results; philosophical, ethical issues in testing and assessment; applications to classroom, district, and state testing programs.

711 Qualitative Research (3)
Explores issues and methods surrounding research that utilizes interpretive, open-ended formats, and focuses on understanding complex social, political, and educational issues.

779 Continuing Research—Non-Thesis Option (1, R10)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Must NOT be enrolled in a thesis program. S/U grading.

793 Topics in Education (1, R3)
PREQ: Permission of instructor.

796 Research Seminar in Curriculum & Instruction (3)
Investigation and analysis of the patterns, issues and trends in curriculum development and practice in American education.

799 Continuing Research—Thesis Option (2, R24)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Student must be enrolled in a thesis program. S/U grading.

800 Issues in Rural Education (3)
Issues in providing education to rural communities; unique problems and opportunities of rural schools; instructional adaptations in rural settings.

801 Meta Theory: Research Review and Applications (3)
The study of techniques and resources which are employed in the evaluation and synthesis of research and evidence. PREQ: 606.

802 Program Evaluation for Educational Leaders (3)
Addresses the range of approaches within education program evaluation, the standards established by the profession, and the skills needed to conduct program evaluation.

805 Advanced Studies in the Foundations of Education (3)
Advanced studies in the historical, social, political, and philosophical influences on education and schooling in the United States.

806 Advanced Research Methods (3)
Logic, techniques, limitations, and applications of case-studies, survey methods, causal comparative methods, and modeling; emphasis upon use in decision making.

895 Doctoral Research Seminar (3)
Exploration of an area of research interest, problem development, and the creation of an appropriate research strategy for addressing the problem. S/U grading.
Economics (ECON)

607 Managerial Economics (3)
Application of the analytical tools of economic theory to decision making by management.

608 Business and Managerial Forecasting (3)
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.

609 International Economics (3)
International trade and capital movements, balance of payments, barriers to trade, international economic policies.

682 Research Project in Economics (3, R6)
PREQ: Detailed project proposal must be approved by department head and director, graduate programs in business.

693 Topics in Economics (3, R6)
PREQ: Permission of department head and director of graduate programs in business.

Educational Leadership (EDL)

611 Managing Educational Organizations (3)
Investigation of school-site management issues, including budget, personnel, facilities, schedules, transportation, food services, student accounting, discipline, and school safety.

612 School-based Curriculum and Instructional Leadership (3)
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.

620 Legal and Ethical Foundations of Public Education (3)
Principles of school law and ethical practice; authority, responsibility, and liability of school boards, administrators, and teachers; significant court cases.

625 Introduction to School Leadership (3)
Overview of leadership in educational organizations. Understand organizational theory, leadership of groups and individuals, and principles of school law.

660 School–Community Relations (3)
Developing and maintaining appropriate relationships with diverse audiences; communicating effectively with a variety of publics; techniques and tools for building positive school communities.

680 Problems in School Administration (1-3, R3)
Discovery and implementation of practical solutions to problems encountered by school administrators. PREQ: Permission of advisor.

685 Internship Orientation (1)
Introduction to field-based internships. Includes self-assessment, collaborative decision-making, case study, and problem-based learning activities. PREQ: Permission of advisor.

686 School-Site Internship I (2-3)
An administrative internship under supervision of a practicing principal and university faculty. Seminar sessions held concurrently. PREQ: Permission of advisor and, for part-time students, EDL 685.
687 School-Site Internship II (3)
Administrative internship under supervision of practicing principal and university faculty. Second of two required internships. Seminar sessions held concurrently. PREQ: 686. (formerly EDAD 687)

705 Leadership for Educational Programs (3)
Function, organization, and leadership responsibilities of the central office supervisory staff, with an emphasis on system-wide program coordination. PREQ: EDSU 605. (formerly EDSU 705)

715 Leadership of Professional Learning (3)
Application of adult learning/development of professional learning experiences for faculty and staff in schools.

730 School Finance and Business Management (3)
Principles and practices of financing public education; revenue and allocation plans; budgeting; and management of school funds. (formerly EDAD 630)

731 Policy Development and Analysis (3)
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. (formerly EDAD 731)

732 Leadership in the Integration of Educational Technology (3)
Policy and practice in educational technology curricular integration in education. Leadership issues in curriculum, such as alignment between national/state standards and local implementation are examined.

740 School Plant Planning and Management (2)
Determination of needs; planning construction and remodeling; efficient use of school plants. (formerly EDAD 640)

750 Educational Human Resource Management (3)
This course studies personnel management in the public schools with issues such as recruitment, selection, staff development, and supervision.

760 School Community Relations (3)
Role of the senior educational leader in developing and maintaining appropriate relationships; communication with the public; techniques, instruments, and tools for improving relationships.

779 Continuing Research—Non-Thesis Option (1, R10)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Must NOT be enrolled in a thesis program. S/U grading.

793 Topics in School Administration (1, R3)
Scheduling; negotiations; budgeting; management information systems; surveys; changes in school law. PREQ: Permission of instructor. (formerly EDAD 693)

795 Seminar in Supervision (2)
PREQ: EDSU 605. (formerly EDSU 795)

799 Continuing Research—Thesis Option (2, R24)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. S/U grading.
Advanced Leadership Theory (3)  
Advanced study of leadership theory. Leadership roles and expectations in educational organizations. Comparisons and analysis of effective and ineffective leadership.

Behavior and Management of Educational Organizations (3)  
Organizational structures and functions, focusing on rural educational organizations and the behavior of groups and individuals within them.

Educational Politics and Policies (3)  
This course examines the political factors that may influence educational policy decisions.

Ethics in Educational Leadership (3)  
In depth examination of the current and anticipated issues and dilemmas facing public education.

The Superintendency (3)  
Position and roles of the school superintendent; examination of current issues and challenges.

Internship in Rural School Leadership I (1-3, R3)  
First part of two internship experiences. Seminar sessions held concurrently. PREQ: Permission of advisor. S/U grading.

Internship in Rural School Leadership II (1-3, R3)  

Internship in Rural School Leadership III (1-3, R3)  
Third part of three internship experiences. Seminar sessions held concurrently. S/U grading.

Advanced Seminar in Instructional Leadership (3)  
An investigation of an instructional problem: studying and solving it. (formerly EDSU 895)

Seminar in School Law (3)  
An in-depth investigation and analysis, in a seminar setting, of current issues and trends in the law affecting school operations. PREQ: 620.

Doctoral Seminar in Educational Leadership (3)  
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.

Dissertation in School Leadership (3, R12)  
The culminating activity of the doctoral program in educational leadership. PREQ: Approval of student's doctoral committee. S/U grading.

Continuing Research-Dissertation (2, R24)  
See Policy on Completion of Thesis and Dissertation found in the Admission and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. S/U grading.

Education and Psychology (EDPY)

Topics in Education and Psychology (1, R3)  
PREQ: Permission of department head.
592 Topics in Education and Psychology (2, R6)
PREQ: Permission of department head.

593 Topics in Education and Psychology (3, R6)
PREQ: Permission of department head.

691 Topics in Education and Psychology (1, R3)
PREQ: Permission of department head.

692 Topics in Education and Psychology (2, R6)
PREQ: Permission of department head.

693 Topics in Education and Psychology (3, R6)
PREQ: Permission of department head.

793 Selected Topics in Education and Psychology (3, R12)
PREQ: Ed.S. degree and permission of department head. S/U grading.

Educational Supervision (EDSU)

605 Principles of Supervision (3)
Purposes and philosophies of supervision; basic laws of human relationships, concepts of leadership and change; the change-agent role in instructional improvement.

615 Techniques of Supervision (3)
Practical applications of supervisory principles for improving instructional staff and programs. PREQ: 605.

620 School-Based Instructional Leadership (3)
Function, organization, and techniques of school-based supervisory support for teachers, including roles of principal, mentor teacher, curriculum coordinator, and support teams. PREQ: 605 or permission of department head.

630 School Improvement (3)
Exploration of the developmental process of school improvement focusing on school leadership. Site-based management, total quality management, and outcomes-based models are explored. PREQ: 605.

635 Supervision of the Novice Teacher (3)
Techniques of supervising student teachers and beginning teachers during the initial certification period.

680 Problems in Supervision (1, R3)
PREQ: 605.

685 Internship in Supervision (2)
Supervised work at the school level or at the departmental level in higher education. PREQ: 605. S/U grading.

693 Topics in Supervision (1, R3)
PREQ: Permission of instructor.

Elementary Education (EDEL)

566 Computers in Education (3)
Introduction to the use of computers in school settings; emphasis on instructional applications, issues, and trends.
Adolescent Literature (3)
The reading development and reading interests of adolescents; evaluation criteria; instructional strategies; this course requires comprehensive reading of a wide genre of books.

Independent Study (3)
PREQ: Permission of department head.

Topics in Elementary Education (3)

Elementary School Curriculum (3)
Content and methods; evaluation of practices and recent developments.

Elementary Science Curriculum (3)
Curricular development and research in teaching science; current issues and trends.

Elementary Social Studies Curriculum (3)
Curricular development and research in teaching social studies; current issues and trends.

Elementary Math Curriculum (3)
Curricular development and research in teaching math; current issues and trends.

Elementary Language Arts Curriculum (3)
Curricular development and research in teaching language arts; current issues and trends.

Mathematical Problem-Solving in the Elementary/Middle School (3)
Teaching methods, issues, and curriculum development of mathematical problem-solving strategies appropriate for elementary and middle school students. PREQ: Permission of instructor.

Diagnosis and Remediation in Elementary/Middle School Mathematics (3)
Diagnostic/prescriptive strategies for elementary and middle school mathematics teachers. PREQ: Permission of instructor.

Distance Education (3)
The development of distance education concepts: theory, administration, programs, methods and curriculum. PREQ: 566 or permission of instructor.

Issues and Trends in Elementary Education (2)

Advanced Children's Literature (3)
Literary experience in the total language arts curriculum, selection of materials, guiding children's study of literature.

Projects in Educational Computing (3)
Research and advanced projects related to the use of computers in educational settings. PREQ: 566 or approval of instructor.

Workshop in Elementary Education (3)
Content, methods, and materials to meet specific in-service needs of an individual school or system.

Independent Study (1-3, R6)
PREQ: Permission of department head.

Research Seminar in Elementary Education I (2)
Development and presentation of a research proposal. PREQ: 601; EDCI 602, and permission of department head.

Research Seminar in Elementary Education II (2)
Presentation of research project carried out in an appropriate elementary classroom. PREQ: 695.
701 Seminar in Elementary School Curriculum (3)
Forces affecting curriculum development, strategies for implementing changes, formulation of curriculum development models. PREQ: 601 or EDCI 604.

779 Continuing Research—Non-Thesis Option (1, R10)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Must NOT be enrolled in a thesis program. S/U grading.

782 Research in Elementary Education (3)
PREQ: EDCI 602.

796 Advanced Research Seminar in Elementary Education II (3)
Presentation of a student-conducted research. PREQ: 795.

798 Advanced Research Seminar in Middle Grades Education II (3)
Presentation of student-conducted research. PREQ: 797.

Engineering Technology (ET)

510 Advanced Parametric Modeling and Prototyping (3)
Advanced design methods and rapid prototyping procedures. Focused study will be on 3-D parametrics, advanced graphics, rapid prototyping systems and methods. PREQ: Permission of instructor. 2 Lecture, 2 Lab.

521 Ergonomics (3)
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. PREQ: Permission of instructor.

522 Advanced Polymer Technology (3)
Theory and application of molding processes; emphasis on thermoplastic and thermoset injection; topics in polymer science and microprocessing. PREQ: Permission of instructor.

524 Facilities Management and Maintenance (3)
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. PREQ: Permission of instructor.

534 Facilities Layout (3)
Problem analysis and design of facilities; layout, planning, flow analysis, scheduling, and support of physical facilities. PREQ: Permission of instructor.

536 Engineering Economic Analysis (3)
The economics of decision-making, including break-even, least cost, and alternatives related to the time-value of money. PREQ: Permission of instructor.

570 Telecommunications and Networking Systems (3)
Theory of communication systems, operations, protocols, configuration and control. Managing communication systems for engineering and technology support. PREQ: Permission of instructor.

575 Systems Integration and Management (3)
Methods of planning, scheduling, directing and supervising technology based systems. Models for monitoring and evaluating systems management will be studied. PREQ: Permission of instructor.
593 **Topics in Engineering Technology (1-3, R6)**

603 **Applied Research Methods and Experimental Design (3)**
An applied study of research methods and designed experiments for decision making. Statistical methods, and interpretation of technical data for system improvement. **PREQ:** Permission of instructor.

641 **Quality Assurance (3)**
Quality management methods and models for continuous improvement. Standards, implementation, deployment, and assessment strategies will be covered. **PREQ:** Permission of instructor.

642 **Automation Systems (3)**
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. **PREQ:** A course or demonstrated competency in computer programming.

644 **Data Acquisitions, Systems Control and Biometrics (3)**
Systems analysis of modern data capture, acquisitions and control. Focus will be on integration and control of automated systems. **PREQ:** A course or demonstrated competency in computer application and permission of instructor.

648 **Manufacturing Research and Analysis (3)**
Research and analysis of current manufacturing materials, methods, and control systems relevant to engineering applications. **PREQ:** Permission of instructor.

680 **Independent Study (3, R6)**

688 **Directed Project (1-3, R6)**
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.

695 **Seminar in Engineering Technology (1-3, R6)**
**PREQ:** Permission of instructor.

699 **Thesis (3, R6)**
**PREQ:** Permission of instructor.

779 **Continuing Applied Research (1, R10)**
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. **PREQ:** Must **NOT** be enrolled in a thesis program. S/U grading.

799 **Continuing Research—Thesis Option (2, R24)**
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. **PREQ:** Student must be enrolled in a thesis program. S/U grading.

**English (ENGL)**

501 **Writing for Careers (3)**
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.
514 Fundamentals of Teaching Composition (3)
Theoretical and practical basis for designing and teaching composition course; analysis of rhetorical, cognitive, and linguistic approaches. Practical, research-based techniques and issues.

515 Linguistics (3)
Introduction to sound systems, word systems, sentence patterns; social/regional dialects; psycholinguistics, child/adult language acquisition; historical linguistics; linguistic reconstruction; neurolinguistics; pragmatics, language typology.

516 Teaching English as a Second Language (3)

517 Methods of Teaching Literature (3)
Methods of teaching poetry, world literature, young adult literature; technologies which enhance teaching. PREQ: Admission to M.A.T. in English or permission of instructor.

550 Major British Writers (3, R9)
Selected works of one or more important British authors from a single historical period.

564 Native American Literature (3)
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.

571 Modern Poetry (3)

572 Modern Fiction (3)
How modern texts move away from traditionally “representational” ways of developing plot, character, setting, and point-of-view. Works examined in context of current criticism/theory.

573 Modern Drama (3)
Introduction to major figures of theatrical production from 1875 to contemporary; from realistic social dramas to surrealistic dream plays. Includes “acting out” and field trips.

580 Studies in English (3, R6)
Independent study/directed research in English. PREQ: Permission of instructor and department head.

589 Co-op: Writing and Editing (3, R6)
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. 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. S/U grading.

600 Selected Ethnic Literature (3)
Exploration of literature outside the Eurocentric canon. Introduces cultural diversity: African American, Asian American, Hispanic American, or Native American literature; international or multicultural literature.

601 Gender Studies (3)
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. (formerly 577)
602 African American Literature (3)
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.

603 Writing for the Marketplace (3)
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.

604 Writing for Electronic Environments (3)
Teaches clear, coherent writing in a variety of electronic environments, including multimedia presentation and publication, web page design, and computer documentation.

605 Technical Writing for Business and Industry (3)
Practical applications to technical communications; examination of contemporary theory. Students write, edit, graphically design, layout, and produce documents/presentations utilizing desktop and Internet publishing.

606 Nonfiction Writing (3)
"Literary" or creative nonfiction writing for small presses or popular magazines; emphasis on personal experience, personal reflection, and profile essays.

607 Breaking into Publishing (3)
Designed to meet needs of students seeking employment in the publishing field; emphasis on theoretical knowledge/practical applications.

608 Fiction Writing (3)
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. (formerly 593)

609 Poetry Writing (3)
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. (formerly 505)

610 History of Rhetoric (3)
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. (formerly 698)

611 Mountain Area Writing Project (6)
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. PREQ: Permission of instructor.

612 The Mountain Area Writing Project (Level 2) (3)
A follow-up extension of ENGL 611, open only to K-12 public school teachers through invitation. Rare exceptions made with permission of instructors.

613 Stylistics (3)
In-depth study of the rhetoric of style. Examination of professional writing; how and why writers might choose sentence type, vocabulary, punctuation, and syntax.

614 Contemporary Rhetoric (3)
In-depth survey of rhetoric in the late twentieth century; examination of theory/application of "new rhetorics."

615 Linguistic Perspectives (3)
Specific focus will vary: may cover phonology, morphology, syntax, sociolinguistics, dialectology, psycholinguistics, and child/adult language acquisition. PREQ: ENGL 515 or permission of instructor. (formerly 691)
617 Historical Linguistics (3)
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.

618 Methods of Literary Research and Bibliography (3)
Fundamentals of literary research; history, production, and description of printed books. Required for all graduate students in the M.A., the M.A.T., and the M.A.Ed. in English.

619 English Grammars (3)
Internal structure of English, particularly its syntax: traditional grammar, American structuralism, and generative grammar; primary focus on Chomskyan and other competing models. (formerly 512)

620 Chaucer (3)
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. (formerly 520)

621 Medieval Language and Literature (3)
Introduction to the structure, syntax, grammar, and vocabulary of Middle English; major works written between 1066 and 1500 are examined, in original and translation.

622 Anglo-Saxon Language and Literature (3)
Emphasis on Old English language, major works, in translation and in original. Students will become familiar with Old English history and the culture.

625 Applied Phonetics and Pronunciation Teaching (3)
The study of the English sound system as it applies to developing speaking abilities in ESL students.

630 The Bible as Literature (3)
Study of the Bible from a literary perspective, examining major portions of the text for its subjects, themes, literary styles and genres.

631 Shakespeare (3)
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.

632 Renaissance Literature (3)
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. (formerly 692)

635 Teaching Grammar, Reading and Writing to ESL Students. (3)
The study of English grammar and its application to teaching and writing to ESL students.

641 Milton (3)
Examination of theological, mythological, political, and poetic issues in Paradise Lost and Samson Agonistes, minor poems. Introduction to major prose works. (formerly 540)

642 Seventeenth-Century Poetry and Prose (3)
Works of notable poets; special attention to Cavalier, Metaphysical, and Meditational poetry, and prose writings with attention to issues of theme and style. (formerly 694)

643 Literature of the Enlightenment (3)
Focus on artistic constructs of order (heroic couplet, Augustan diction); developments within artistic genres (satire, novel, and periodical); dynamic cultural temperaments. (formerly 640)
645 **Second Language Acquisition and TESOL Methodology** (3)
Current theories and research on second language acquisition and their application to language pedagogies.

651 **Romantic Literature** (3)

652 **Victorian Literature** (3)
Study of mid-late nineteenth-century poetry and prose, from Carlyle to Pater; Dickens to Tennyson; Pre-Raphaelite poetry and painting. (formerly 695)

653 **Nineteenth-Century British Fiction** (3)
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. (formerly 551)

655 **Professional Development of the ESL Teacher** (3)
An examination of language assessment and professional requirements for ESL teachers in North Carolina.

660 **Early American Literature through Romanticism** (3)
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.

661 **American Realism through Modernism** (3)
Writers from latter nineteenth century to World War II: analysis of pioneers of realism to practitioners of modernism; also, study of poets and dramatists.

662 **American Post-Modern Literature** (3)
Study of technical experimentation begun in modernist era; notable writers since World War II in all major genres.

670 **Early Twentieth-Century British Literature** (3)
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. (formerly 696)

671 **Late Twentieth Century British Literature** (3)
A multigenre view of literature since World War II; writers in English, or in English translation. (formerly 563)

672 **Twentieth-Century Genre** (3)
Examination of one or more major genres: drama, poetry, novel, short story, creative nonfiction, biography, or film in the twentieth century. (formerly 697)

673 **World Literature** (3)
Explores and focuses on non-Western Literature (seminal and contemporary); Asia, Africa, and Latin America; other non-European cultures; Caribbean Polynesian.

676 **Pre-Twentieth Century Criticism and Theory** (3)

677 **Twentieth-Century Literary Criticism and Theory** (3)
Study of major developments in critical theory since 1900: Formalism, Structuralism, Poststructuralism, Reader-Response Criticism, Marxism, Psychological and Mythic Criticism, and Feminism.
693 Special Topics in English (3, R6)
Varying topics of specialized focus.

699 Thesis Research (3, R12)
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.

779 Continuing Research—Non-Thesis Option (1, R10)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Must NOT be enrolled in a thesis program. S/U grading.

799 Continuing Research—Thesis Option (2, R24)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Student must be enrolled in a thesis program. S/U grading.

Entrepreneurship (ENT)

601 Entrepreneurial Innovation I (3)
Examination of invention, enhancement, originality, divergent thinking, and innovation in research, development, enhancement, and strategy in businesses and organizations.

610 Entrepreneurial Creation (3)
Examination of the resources, demand, industry and competitive forces, and strategies required for successful entrepreneurial activities.

620 Entrepreneurial Planning (3)
Tools for venture creation and management including marketing, accounting, risk management, human resources, legal issues, and intellectual capital.

630 Entrepreneurial Growth (3)
Venture expansion analysis, global competitiveness, development of distinctive competencies, and growth potential, including e-commerce and international operations.

640 Entrepreneurial Finance (3)
Financial forecasting to include pro forma cash flow development, and the design and development of reporting systems. PREQ: ACCT 251 and 252, or the equivalent.

650 Advanced Entrepreneurial Finance (3)
Financial statements analysis, performance and sensitivity analysis and sources and types of debt and equity funding. PREQ: 640.

660 Entrepreneurial Leadership (3)
Establishing and changing organizational culture, communications and leadership style, vision change and inculcation.

670 Entrepreneurial Strategy (3)
Strategic leadership, deliberate strategy, environmental scanning, competitive assessment, entrepreneurial vision and communication.

675 Entrepreneurial Research (3)
Data collection, statistical analysis and meta-analysis, critical evaluation and theoretical development.

682 Independent Study (1-3, R6)
PREQ: Permission of instructor.
693 Topics in Entrepreneurship (1-6, R9)
PREQ: Permission of instructor.

Environmental Health (ENVH)

570 Principles of Epidemiology (3)
Principles and applications of investigation, control, and prevention of disease.

575 Environmental Program Administration (3)
Intensive study of regulatory program administration; focus on development, implementation, and evaluation of environmental health programs in the government sector.

655 Hazardous Materials and Waste Management (3)
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.

670 Water Quality (3)
Examination of processes for the development of water resources and water quality. Health implications of water quality management and pollution control will be stressed.

671 Environmental Regulation and Law (3)
Introduction of basic concepts of environmental law, including the workings of the justice system, the litigation process, witness testimony, and major environmental health laws.

675 Loss Control through Industrial Hygiene (3)
Reduction of employer healthcare cost through utilization of principles of industrial hygiene and occupational health; cost-effectiveness of preventive medicine in industry.

Finance (FIN)

601 Financial Management (3)
Capital budgeting, financial structure, financial analysis and planning, lease analysis, leverage, working capital management, and international financial management. PREQ: M.B.A. 500 or equivalent.

602 Investment Analysis and Portfolio Management (3)
Evaluation of stocks, fixed-income securities, and investment strategies; fundamental and technical analysis; and modern portfolio theory.

682 Research Project in Finance (3, R6)
PREQ: Detailed project proposal must be approved by department head and director of graduate programs in business.

693 Topics in Finance (3, R6)
PREQ: Permission of department head and director of graduate programs in business.

Geography (GEOG)

502 Conservation of Natural Resources (3)
Quantity, quality, and distribution of resources in the United States; dilemma of increasing demand on a dwindling resource base.

540 Topics in Regional Geography (3, R12)
Physical, economic, and social aspects of the geography of a selected region (Asia, Europe, USSR, North America, Middle East, Latin America, and Africa).
544 Political Geography (3)
Territorial and cultural elements in the formation of national and international boundaries: case studies.

560 Urban and Regional Land Use Planning (3)
Principles and practices of urban/regional planning; types of planning reports; applications to North Carolina. PREQ: Permission of instructor.

562 Introduction to Urban Geography (3)
Study of the spatial structure and functions of urban places; theories of city origin and growth.

564 Industrial Location and Community Development (3)
Measures of manufacturing; location theory; decision-making factors in the location of industry; community-development planning practices. PREQ: 350 or permission of instructor.

591 Topics in Geography (1-3, R6)
PREQ: Permission of instructor.

593 Special Problems (1-3, R6)
PREQ: Permission of instructor.

693 Special Problems in Geography (3, R6)
PREQ: Permission of department head.

Geology (GEOL)

505 Hydrogeology (4)
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. PREQ: GEOL/GEOG 305 or GEOL/GEOG 302 or permission of instructor. 3 Lecture, 3 Lab.

510 Fluvial Geomorphology (3)
Survey of channel hydraulics, sediment transport and deposition, and channel responses to natural and anthropogenic disturbances; emphasizes factors controlling channel form and process.

523 Contaminated Rivers: Assessment, Remediation, and Restoration (3)
Survey of trace metal transport and fate in riverine environments and their potential impacts on ecosystem and human health; emphasizes remediation techniques.

555 Wetlands (3)
Wetland science and management with an emphasis on physical processes and field techniques.

591 Topics in Geology (1-4, R8)
Special course explores a current topic in Geology or Environmental Geology. PREQ: Permission of instructor.

593 Special Problems in Geology (2, R4)

601 Earth Sciences (3, 3)
602 Survey of the elements of physical and historical geology, weather, climate, and their effect on the geomorphic process.

693 Topics in Geology (1-3, R6)
PREQ: Permission of instructor.
**Gerontology (GERN)**

510 **Healthy and Integrative Aging (3)**
An introduction to the field of gerontology with a focus on research, healthy aging and a holistic perspective of human development.

680 **Independent Study (1-3, R9)**
A directed independent study in the field of gerontology. PREQ: Permission of advisor.

688 **Research Practicum (3)**
A capstone course with the major focus on designing, researching and implementing a research/practicum project. PREQ: Permission of advisor.

693 **Topics (1-3, R9)**
Topics in the field of gerontology.

**Health Sciences (MHS) (formerly HSCC and HSMS)**

510 **Systems and Policy in Health Care (3)**
Medical and health services delivery organizations, providers, recipients, financing, and national policy perspectives. (formerly HSMS 610)

530 **Continuing Education for Health Professionals (3)**
Theory and principles of adult education as they apply to health professionals and the clinical setting.

532 **Principles of Clinical Education (3)**
Principles and methods of teaching healthcare occupational skills in clinical settings focusing on defining educational needs, developing curricula, pedagogy, and outcomes assessment. (formerly HSCC 610)

534 **Training and Development in Clinical Settings (3)**
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.

536 **Educational Technology in Health Sciences (3)**
Students will experience a wide array of technology applications in order to deliver written, oral, and electronic information appropriately in the allied health field.

562 **Leadership Strategies for Health Care Organizations (3)**
Human resource management in hospitals and other health service delivery organizations; includes determining need, designing jobs, determining compensation, hiring, and managing employees.

564 **Cost Containment/Productivity Management in Healthcare Organizations (3)**
Principles of productivity management and budgeting of clinical departments in hospitals and other health service delivery organizations. (formerly HSMS 550)

660 **Health Care Marketing (3)**
Fundamentals of marketing applied to the health care environment; brand development and evolution; radical marketing and how technology is revolutionizing health care marketing.

662 **Health Care Organization—Problem Solving and Decision Making (3)**
Overview of macrolevel directional decisions and microlevel operational decisions.

664 **The Legal Environment of Healthcare (3)**
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. (formerly HSMS 620)
665 Quality Performance in Health Care Organizations (3)
Quality improvement in patient care delivery; includes program design and new and emerging concepts and practices in quality management. (formerly HSMS 650)

668 Health Care Informatics (3)
Overview of automated information systems, flow charting and mainframe healthcare systems, technology considerations, artificial intelligence, programming and application in healthcare settings. (formerly HSMS 640)

675 Research Methodology in the Health Sciences (3)
Overview of history and philosophies of research, topic selection, data gathering and presentation, report writing, and proposal development. PREQ: EDCI 606 and completion of 24 semester hours applicable toward the M.H.S. degree.

680 Directed Independent Study in Health Sciences (1-3, R6)
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. PREQ: Permission of instructor.

687 Internship in Health Care Organizations (3)
A carefully planned, practical, service-learning experience at a health related agency or clinical facility; tailored to individual students. PREQ: Permission of instructor.

693 Special Topics in Health Sciences (3, R6)
In-depth study of a selected subject related to health sciences. (formerly HSMS 693)

694 Seminar in Healthcare Management Issues (3)
Analysis of management problems and issues emphasizing service unit needs. PREQ: Acceptance in the M.H.S. program or permission of instructor.

696 Research Seminar in Health Sciences (3)
Preparation of project or thesis proposal with a data gathering instrument, IRB application and variable file under the direction of MHS faculty. PREQ: Completion of 24 semester hours applicable toward M.H.S. degree.

698 Project in Health Sciences (3, R6)
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. PREQ: 675.

699 Thesis (3, R12)
PREQ: 675. (formerly HSMS 699)

779 Continuing Research—Non-Thesis Option (1, R10)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Must NOT be enrolled in a thesis program. S/U grading.

799 Continuing Research—Thesis Option (2, R24)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Student must be enrolled in a thesis program. S/U grading.
Higher Education (DHE)

531 Foundations of Adult Education (3)
Historical, sociological, psychological, and philosophical foundations of adult education; the nature and characteristics of adult learners; review of research.

605 The Two-Year College (3)
The two-year institution's function in higher education.

610 Two-Year College Instruction (3)
Theories of instruction: emphasis on strategies appropriate to different abilities, interests, and learning levels.

636 Two-Year College Curriculum Development (3)
Principles and processes of program planning and curriculum development.

650 Program Development and Evaluation (3)
Principles of evaluation and improvement of programming for all college functions. Special emphasis is placed upon student services and non-curriculum outcomes.

683 Internship: Two-Year College Administration I (2)
Fieldwork at the department or division level in a two-year school. PREQ: Consent of advisor. S/U grading.

686 Practicum in Two-Year College Teaching (2)

693 Topics in Higher Education (1, R3)
Short-term, high-interest topics related to administration and curriculum in higher education. PREQ: A course in higher education or permission of instructor.

695 Seminar on the Two-Year College (2)

710 Administration of Two-Year Colleges (2)

805 Role of Higher Education in Society (3)
Contextual role of higher education in society. Special emphasis on how issues generated by these roles confront higher education leaders.

810 Community College/Higher Education Leadership (3)
Advanced study of higher education leadership. Problems associated with organizational, procedural, and personnel issues in higher education.

820 Community College/Higher Education Politics and Board Relations (3)
Understanding the relationship between higher education leadership and controlling boards; state, regional and local political influence on higher education policy.

830 Adult Programming in Community College and Higher Education (3)
Principles of adult education used to examine the establishment of comprehensive programming plans for institutions of higher education.

840 Community College/Higher Education Finance & Business Operation (3)
Higher education funding procedures and models of business operations.

History (HIST)

511 Western Imperialism 1500 to the Present (3)
Western Imperialism in the Americas, Africa, and Asia; World War I and its aftermath; the roots of Third World independence movements.
512 Early Modern Europe (3)
The Reformation; development of the modern state; scientific revolution; rise of capitalism; social change.

513 Europe in the Eighteenth Century (3)
The Old Regime; wars of expansion, the Enlightenment; the French Revolution and Napoleon.

514 Europe in the Nineteenth Century (3)
Post-Napoleonic settlement; internal, colonial, and imperial developments; unification movements; the background of World War I.

516 Europe in the Twentieth Century (3)
World War I: Paris Peace Conference, domestic developments, the rise of “isms” in Russia, Italy, and Germany. World War II: postwar reconstruction and reorganization, and the Cold War.

521 Romans, Christians, Barbarians (3)
Explores the three most prominent cultures of the Mediterranean at the end of the Roman Empire.

525 Modern European Military History (3)
Focuses on the era of the two World Wars (1914-1945), emphasizing political, technological, and operational issues.

531 Colonial America, 1492-1763 (3)
Political, social, economic, and cultural characteristics.

532 The Revolutionary Era, 1763-1800 (3)
Causes and effects of the Revolution, the War for Independence, the Constitution, the Federalist Era.

533 The Young Republic, 1800-1848 (3)
Jeffersonian democracy; War of 1812; Era of Good Feeling; Jacksonian democracy; western expansion; the Mexican War.

534 Civil War and Reconstruction, 1848-1877 (3)
Sectional differences; the secession movement; military operations; Reconstruction.

535 Emergence of Industrial America, 1877-1929 (3)
Growth and conflict of organized industry and labor; agrarian decline and revolt; American Imperialism; progressive reform; World War I; postwar crises and prosperity.

536 The United States since 1929 (3)
Great Depression; New Deal; World War II; role as Cold War superpower; domestic developments.

542 African-American History (3)
Role of African Americans in American history; African background; religious, cultural, economic, and political institutions, civil rights, struggles, tension assimilation and black nationalism.

543 The American South (3)
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.

545 Cherokee History (3)
Pre-contact Cherokee society; acculturation; removal; post-removal development of the Cherokee Nation West, and the Eastern Band of the Cherokees.

546 Southern Appalachian History (3)
History and folkways in the period of geographic isolation; changes in regional culture in an age of improved transportation and communications.
548 The American West (3)
Explores the history and literature of the trans-Mississippi West from the time of
discovery through the present, emphasizing the period since 1800.

550 War and Memory (3)
Explores perceptions and social history of American Wars in the Twentieth Century.

551 American Women's History (3)
Role of women in American history; conflicting and changing ideologies of femininity
and sexuality; women in the family, workplace, and politics.

554 American Military History (3)
Military affairs in the United States from the Revolution to the present; emphasis on
war as a social institution.

555 American Religious History (3)
Role of organized religion in American history and culture, primarily since 1865.

559 Sizzlin' Sixties (3)
Explores key events and trends that characterized US history during the 1960s.

563 History of the Mexican Nation (3)
Mexico since 1810; nineteenth-century conflicts; revolution, 1910-1917; progress to the
present.

571 Introduction to Public History (3)
Explores such topics as museum displays, reenactments, historical pageants, historic
preservation, living history, interpretations, and public policy.

572 Local History and Genealogy (3)
Role of the family and the community in shaping state, regional, and national develop-
ments; emphasis on research techniques and local resources. Lecture and fieldwork.

573 Introduction to Museum and Historic Site Interpretation (3)
Theory and practice of interpreting history to the public in museums and historic sites.
Exhibit development, research methods, public programming, and audience evaluation.

574 Introduction to Oral History (3)
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.

589 Cooperative Education in History (3)
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. S/U grading.

593 Topics in History (1-3, R12)

631 Historiography (3)
Survey of the principal historians, interpretations, methodology, and sources dealing
with American or European History.

632 Historical Methodologies and Research Design (3)
Exploration of the principal methodologies of historical research and work on the
beginning stages of a history thesis/internship project.

633 Advanced Teaching Methodologies in Secondary Social Science Education (3)
Examines instructional strategies and theories for effective teaching of secondary-level
social sciences. Required course in the M.A.Ed. Social Science program.

680 Readings in History I, II, III, IV (3, R6 each course)
Major interpretative monographs and articles within a selected area. May not be taken
more than twice for credit without departmental approval.
688 Internship in History (1-3, R-3)
Supervised internship in a public history institution or setting. PREQ: Permission of department head. S/U grading.

693 Problems in History (3, R9)
PREQ: Preparation in topic or permission of instructor.

699 Thesis (3, R12)
Only 3 hours may be counted toward degree.

779 Continuing Research—Non-Thesis Option (1, R10)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Must NOT be enrolled in a thesis program. S/U grading.

799 Continuing Research—Thesis Option (2, R24)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Student must be enrolled in a thesis program. S/U grading.

Human Resources (HR)

602 Human Resources Research and Evaluation Methods (3)
An overview of human resources research literature and methods.

605 Orientation to Human Resources (3)
An overview of the various areas of Human Resources.

610 Human Resource Development (3)
An overview of the training and development functions in organizations.

611 E-Learning (3)
An introduction to developing on-line learning systems for educational institutions, business organizations, and government agencies.

612 Instructional Design (3)
Developing instructional training programs for education, industry, and government. PREQ: Permission of instructor.

615 Organization Development (3)
An overview of the practices, theories, and methods of organization development and action learning.

616 Web Publishing (3)
An introduction to basic Web publishing with Macromedia’s Dreamweaver and Fireworks software.

617 Organization Performance (3)
An overview of the practices, theories, and methods of organization performance.

619 Assessment Methods in Human Resources (3)
An overview of assessment instruments and methods used in human resources.

620 The Design and Use of Instructional Gaming Simulations (3)
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. PREQ: Permission of instructor.
645 Consultation in Human Resources (3)
   An overview of the consultation process and facilitation skills as applied in business and human resources.

660 Career Development/Management Systems (3)
   Case histories of successful career-pathing; mentoring, and other career-helping relationships; concepts borrowed from career-planning counselors, professional trainers, and organization development specialists. PREQ: Permission of instructor.

675 Leadership in Human Resources (3)
   An overview of the strategic leadership role performed by human resource professionals. PREQ: Permission of instructor.

676 Guided Projects in Organization Performance (3)
   Guided projects involving the design, development, and implementation of organization performance system interventions.

677 Advanced Web Publishing (3)
   An introduction to creating animated and interactive e-learning applications for use over the World Wide Web.

678 Guided Projects in E-Learning (3)
   Developing on-line learning systems for educational institutions, business organizations, and government agencies. PREQ: 611, 612, 616, 677 or permission of instructor.

683 Field Experience in Human Resources (3)
   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. PREQ: 605, 610, and permission of instructor. S/U grading. Field experience.

693 Selected Topics in Human Resources (3, R6)
   PREQ: Permission of instructor.

698 Seminar in Human Resources (3)
   Trends and issues in human resources; implementation of programs. PREQ: Permission of instructor.

779 Continuing Research—Non-Thesis Option (1, R10)
   See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Must NOT be enrolled in a thesis program. S/U grading.

International Business (IBUS)

693 Topics in International Business (3, R6)
   PREQ: Permission of department head and director, M.B.A. Program.

Management (MGT)

605 Organizational Behavior and Analysis (3)
   Structural and behavioral aspects of organizations; factors determining form and effectiveness; applications of behavioral research in organizational planning and development. PREQ: M.B.A. 515 or equivalent.

606 Quantitative Analysis for Business (3)
   Classical and Bayesian statistical analysis; decision theory; linear programming; transportation and assignment; network analysis, PERT, CPM, inventory analysis, queuing theory, and simulation. PREQ: M.B.A. 510 or equivalent.
607 Strategic Management (3)
Principles, issues, and practices involved in strategically managing both large and small contemporary organizations. PREQ: M.B.A. core courses must be completed prior to or during the term of enrollment.

608 Human Resource Administration (3)
Behavioral approach to acquisition, use and development of human resources in an organization; criteria for effective policies and practices.

609 The Collective Bargaining Process (3)
Labor management relations; role of government; contract negotiation and administration; grievance—arbitration and alternative dispute resolution.

611 Production and Operation Management (3)
Processes, problems, and strategies related to the creation of products and services. PREQ: 606 or permission of instructor.

613 Management of International Operations (3)
Cultural, social, political, economic, and other environmental variables affecting international and multinational management systems and decision-making.

614 Managerial Career Development (3)
Practical considerations for developing managerial careers in large and small organizations from the viewpoint of the individual manager. PREQ: Admission to graduate study.

682 Research Project in Management (3, R6)
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.

693 Topics in Management (3, R6)
PREQ: Permission of department head.

Marketing (MKT)

601 Marketing Management (3)
Techniques of planning, market analysis, and strategic design; emphasis on integration of product, price, promotion, and distribution. PREQ: M.B.A. 520 or equivalent.

602 Marketing Research (3)
The role of marketing research; methodology and technique; emphasis on generating information for solving marketing problems. PREQ: 601; MGT 606.

603 Consumer Behavior (3)
Buyer behavior and marketing strategies; emphasis on research studies from the behavioral sciences. PREQ: 601.

604 Marketing Communications (3)
Relationship of demand stimulation to business management; analysis of cases emphasizing the management of advertising and promotional efforts in the total marketing concept. PREQ: 601.

682 Research Project in Marketing (3, R6)
PREQ: Detailed project proposal must be approved by department head and director of graduate programs in business.

693 Topics in Marketing (3, R6)
PREQ: Permission of department head and director of graduate programs in business.
Master of Business Administration (M.B.A.)

500 Accounting and Finance for Management Analysis (3)
Foundations of accounting and finance for managerial decision making: lecture, readings, problems, cases. PREQ: Admission to M.B.A. program or permission of M.B.A. Director.

505 Economics and Public Policy (3)
Economic, social, and public policy affecting managerial decisions: lecture, readings, problems, cases. PREQ: Admission to M.B.A. program or permission of M.B.A. Director.

510 Statistical Analysis for Business (2)
Foundations of statistics for managerial decision making; use of computerized simulations: lecture, readings, problems, cases. PREQ: Admission to M.B.A. program or permission of M.B.A. Director.

515 Foundations of Management (1)
Introduction to principles and practices of management; introduction to production process and behavior concepts related to management functions: lecture, readings, problems, cases. PREQ: Admission to M.B.A. program or permission of M.B.A. Director.

520 Foundations of Marketing (1)
Introduction to principles and practices of marketing related to management functions: lecture, readings, problems, cases. PREQ: Admission to M.B.A. program or permission of M.B.A. Director.

525 Social, Political, and Legal Environment for Business (2)
Social and ethical responsibility of business; legal concepts, legislation, and administrative decisions impacting business and management: lecture, readings, problems, cases. PREQ: Admission to M.B.A. program or permission of M.B.A. Director.

Mathematics (MATH)

500 History of Mathematics (3)
Development of mathematics from a historical perspective. Topics include elementary number theory, probability, algebra, geometry, trigonometry, calculus.

507 Survey of Algebra (3)
Topics from theory of equations, linear algebra, and modern algebra.

508 Survey of Analysis (3)
Review of differential and integral calculus; selected topics from advanced calculus to include the Riemann integral and the fundamental theorem.

509 Mathematics for Secondary Teachers (3)
Advanced methods and topics in secondary mathematics based on mathematics education research.

511 Foundations in Geometry (3)
Axiomatic approach to the study and development of Euclidean and non-Euclidean geometry.

512 Modern Geometry (3)
Geometries, to include finite geometries; transformational geometry and convexity in Euclidean space.

522 Advanced Calculus I (3)
Sequences of real numbers, continuous functions, and differentiation.
523 **Advanced Calculus II** (3)
Differentiation, including L'Hospital's rule and Taylor's theorem; integration theory, other classical topics.

524 **Complex Variable Theory** (3)
The complex number system, limits, continuity, derivatives, transcendental, and multivalued functions, and integration.

541 **Introduction to Numerical Analysis** (3)
Finite differences, interpolation, numerical integration and solutions to ordinary differential equations, linear systems, eigenvalues, eigenvectors, and errors.

561 **Abstract Algebra** (3)
Group theory through the homomorphism theorems; rings and fields through their homomorphism theorems.

562 **Linear Algebra** (3)
Linear transformations; polynomials and determinant theories; canonical forms; inner product spaces.

570 **Statistical Theory II** (3)
Point and interval estimation, hypothesis testing, decision theory, likelihood ratio and sequential testing, correlation, and regression. PREQ: 370 or equivalent.

589 **Cooperative Education in Mathematics** (3, R6)
An elective in addition to existing program requirements. 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. S/U grading.

593 **Topics in Mathematics** (1-6, R6)
PREQ: Permission of instructor.

601 **Modern Mathematics for Teachers I** (3)
Natural numbers, whole numbers, integers, rational and irrational numbers; for middle grades teachers.

602 **Modern Mathematics for Teachers II** (3)
Topics from probability and statistics to include permutations, combinations, and distribution.

603 **Modern Mathematics for Teachers III** (3)
Geometric concepts of proof, congruence, similarity, and geometric equalities and inequalities.

610 **Teaching Mathematics with Technology** (3)
Organizing instruction for appropriate use of a variety of technologies for teaching mathematics.

620 **Algebra** (3)
Theory of groups, rings, and fields. PREQ: 561.

622 **Analysis I** (3)
Set theory, numerical sequences and series, continuity and differentiation, the Riemann-Stieltjes integral, sequences, and series of functions.

623 **Analysis II** (3)
A continuation of topics from Math 622. PREQ: 622.

624 **Complex Analysis** (3)
Holomorphic and elementary functions; power series, integration, and representation theorems; the calculus of residues.
630 Mathematical Modeling (3)
Models of physical phenomena; emphasis on derivation of the model and methods of solution.

632 Methods of Applied Mathematics (3)
Special functions; calculus of variations; integral equations.

634 Partial Differential Equations and Boundary Value Problems (3)
Classification, characteristics, eigenfunctions, Green's function, maximum principle.

640 Numerical Analysis (3)
Selected topics in numerical analysis. PREQ: 541 or equivalent.

646 Numerical Linear Algebra (3)
Direct and iterative solution of linear systems; norms and condition numbers; stability and rounding error; algebraic eigenvalue problems; linear least squares and generalized inverses; singular value decomposition and the QR algorithm; linear inequalities. PREQ: 541 or equivalent.

661 Applied Algebra (3)
Applications of Boolean algebras, finite fields, and semigroups.

670 Advanced Statistical Theory (3)
Stochastic processes and Markov chains; decision theory and utility, loss functions; Bayesian analysis of information with prior and posterior estimation functions and linear statistical models. PREQ: 370 or equivalent.

672 Advanced Statistical Methods (3)
Analysis of large data sets using multiple regression, discriminant analysis, factor analysis, cluster analysis, multivariate analysis of variance, and log-linear models.

679 Master's Project Course (1)
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.

693 Topics in Mathematics (1-6, R6)
PREQ: Permission of instructor.

694 Topics in Mathematics Education (1-6, R6)
PREQ: Permission of instructor.

699 Thesis (3, R6)

799 Continuing Research—Non-Thesis Option (1, R10)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Must NOT be enrolled in a thesis program. S/U grading.

799 Continuing Research—Thesis Option (2, R24)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Student must be enrolled in a thesis program. S/U grading.

Middle Grades Education (EDMG)

501 Math and the Middle Grades Learner (2)
Math teaching and learning in the middle grades classroom as it is related to the learning, thinking, and intellectual development of early adolescents.
502 Science and the Middle Grades Learner (2)
Science teaching and learning in the middle grades classroom as it is related to the learning, thinking, and intellectual development of early adolescents.

503 Language Arts and the Middle Grades Learner (2)
Language arts teaching and learning in the middle grades classroom as it is related to the learning, thinking, and intellectual development of early adolescents.

504 Social Studies and the Middle Grades Learner (2)
Social studies teaching and learning in the middle grades classroom as it is related to the learning, thinking, and intellectual development of early adolescents.

511 Math: Teaching Strategies for the Middle Grades (2)
Math teaching and learning in the middle grades classroom as it is related to specialized content and practical methodologies specific to the math curriculum.

512 Science: Teaching Strategies for the Middle Grades (2)
Science teaching and learning in the middle grades classroom as it is related to specialized content and practical methodologies specific to the science curriculum.

513 Language Arts: Teaching Strategies for the Middle Grades (2)
Language arts teaching and learning in the middle grades classroom as it is related to specialized content and practical methodologies specific to the language arts curriculum.

514 Social Studies: Teaching Strategies for the Middle Grades (2)
Social studies teaching and learning in the middle grades classroom as it is related to specialized content and practical methodologies specific to the social studies curriculum.

521 Math: Assessment and Remediation in the Middle Grades Classroom (2)
Principles and techniques of assessment and remediation of math learning in the middle grades classroom.

522 Science: Assessment and Remediation in the Middle Grades Classroom (2)
Principles and techniques of assessment and remediation of science learning in the middle grades classroom.

523 Language Arts: Assessment and Remediation in the Middle Grades Classroom (2)
Principles and techniques of assessment and remediation of language arts learning in the middle grades classroom.

524 Social Studies: Assessment and Remediation in the Middle Grades Classroom (2)
Principles and techniques of assessment and remediation of social studies learning in the middle grades classroom.

589 Internship in Middle Grades (3, R9)
Two semester supervised internship in a middle grades public school classroom. (Students register for 3 hours the first semester and 6 hours the second semester.)

621 Issues and Trends in Middle Grades Education (2)
Explores principles and relationships and assesses current issues and trends in middle grades education. (formerly EDEL 618)

622 Teaching-Learning Strategies for the Middle Grades (3)
Presents theories, methods, grouping for middle grades; includes individualizing, units, instructional technique, and methods. (formerly EDEL 622)
623 Teaching Writing in the Middle Grades (3)
Assist teachers in developing writing workshops for middle grades students. Emphasis will be on learning about the recursive steps of the writing process.

680 Research in the Middle Grades: Proposal (2)
Development of a research proposal for investigation of practices related to middle level education. PREQ: 621 and 622.

681 Research for the Middle Grades: Project (2)
Implementation of a study for the investigation of practices related to middle level education. PREQ: 621, 622, and 680.

682 Trends and Issues in Middle Grades Education: The Professional Portfolio (2)
Current issues in middle grades education to include the development of a professional portfolio.

779 Continuing Research—Non-Thesis Option (1, R10)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Must NOT be enrolled in a thesis program. S/U grading.

Music (MUS)

503 Marching Band Techniques (2)

520 Studies in Music Literature (3, R9)
Historical and theoretical study of various forms of music literature. Only 3 hours may be counted as part of the graduate core curriculum.

525 Twentieth-Century Music (3)
Historical and theoretical issues in twentieth-century music.

592 Orff-Schulwerk Level I (3)
A study of basic Orff-Schulwerk techniques.

593 Topics in Music (1-3, R12)
Issues in music performance, education, or the music business. Only 6 credit hours may be counted toward any graduate degree course requirements.

597 Seminar in Piano Pedagogy (1, R4)
2 Lab.

598 Seminar in Accompanying (1, R4)
2 Lab.

601 Writing About Music (1)
Writing workshop focusing on styles and techniques appropriate to the discussion of music in various contexts. 2 Lab.

611 Applied Music (1, R4)
One half-hour lesson per week in minor performance area.

612 Applied Music (2, R8)
Two half-hour lessons per week in major performance area.

613 Applied Music (3, R9)
Three half-hour lessons per week in major performance area.
614 **Applied Conducting (1, R4)**
One half-hour lesson per week in choral or instrumental conducting.

615 **Applied Composition (2, R8)**
Two half-hour lessons per week in composition.

621 **History of Musical Theory (3)**
The historical development of music theory as a language for scholarly discussion of music.

622 **Influences of Folk Traditions on Western Art Music (3)**
Historical and theoretical perspectives on the incorporation of “foreign” or “folk” influences into the Western art music tradition.

640 **Seminar in Music Pedagogy (3, R6)**
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.

650 **Advanced Flute Repair (2, R8)**
PREQ: MUS 593, Special Topics: instrument repair; permission of the instructor. 4 Lab.

675 **Ensemble (1, R6)**
Participation in any departmental ensemble to expand knowledge of literature, conducting, and performance. Meetings as arranged.

679 **Lecture/Recital (3, R6)**
Requirements determined by the student’s advisory committee. Students may not simultaneously enroll in MUS 612, 613, 614, or 615. Only 3 semester hours may be counted toward degree requirements.

680 **Independent Study (1, R6)**

693 **Orff-Schulwerk Level II (3)**
A study of intermediate-level Orff-Schulwerk techniques. PREQ: 592.

694 **Orff-Schulwerk Level III (3)**
A study of advanced-level Orff-Schulwerk techniques. PREQ: 693.

695 **Music Education Seminar (3)**
Music curriculum within the general education framework; current philosophies and trends.

699 **Thesis (3)**
Requirements determined by the student’s advisory committee. Only 3 semester hours may be counted toward degree requirements.

779 **Continuing Research—Non-Thesis Option (1, R10)**
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Must **NOT** be enrolled in a thesis program. S/U grading.

799 **Continuing Research—Thesis Option (2, R24)**
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Student must be enrolled in a thesis program. S/U grading.
Natural Resources Management (NRM)

593 Topics in NRM (1-4, R12)
PREQ: Permission of instructor.

Nursing (NSG)

601 Advanced Practice Nursing: Roles and Professional Issues (2)
History, contemporary roles, and practice issues of advanced practice nursing. PREQ:
Admission to the M.S.N. program.

610 Theory for Advanced Practice Nursing (2)
Critique and evaluation of nursing and other relevant theories from the social, organiza-
tional, and biological sciences. PREQ: Admission to the M.S.N. program.

611 Research for Advanced Practice Nursing (3)
Research design and methods and critique of research for application to practice. PREQ:
Admission to the M.S.N. program.

616 Economics and Organization of Health Care (2)
Organization of health care in the U.S., financing health care, reimbursement, managed
care. PREQ: Admission to the M.S.N. program.

617 Pathophysiology for the Advanced Practice Nurse (3)
Pathophysiology at the cellular, tissue, and system levels. PREQ: Admission to the
MSN program.

622 Advanced Pharmacology (4)
Pharmacokinetics and pharmacodynamics. Pharmacology and pharmacotherapeutics
of drug groups, special populations, and client considerations. PREQ: Admission to the
M.S.N. program.

623 Advanced Health/Physical Assessment (3)
Advanced health and physical assessment of all body systems, mental status exam, and
documentation. PREQ: Admission to the M.S.N. program.

624 Family Health Promotion in the Rural Community (2)
Family and community health promotion concepts and processes and rural health issues.
PREQ: Admission to the M.S.N. program.

625 Clinical Management I (1)
Precepted clinical experience focused on application of content in NSG 623; complete
and focused history-taking and physical assessment. PREQ: Admission to the MSN
program. S/U grading.

627 Advanced Practice Nursing: Diagnostics and Procedures (2)
Ambulatory care diagnostics and procedures for the advanced practice nurse. PREQ:
623. 1 Lecture, 2 Lab.

651 Teaching/Learning in Nursing Education (3)
A thorough examination of teaching and learning theories and applications in nursing
education.

652 Curriculum Development (3)
A thorough examination of nursing and education curricula history, development,
implementation and future trends.

660 Psychosocial and Spiritual Issues in Chronic Illness (3)
Analysis of psychological, social, and spiritual issues as they impact the lives of
individuals affected by chronic illness. PREQ: Permission of instructor.
671 Social and Behavioral Health Problems (2)
Health promotion, assessment, diagnosis, and management of mental health problems, violence and abuse, addiction and dependency disorders across the lifespan. PREQ: Admission to the MSN program.

673 FNP II: Reproductive Health and the Childbearing Family (3)

674 FNP III: Primary Care of Children and Adolescents (3)

675 FNP IV: Primary Care of Adults and Elderly Adults and Selected Chronic Health Problems Across the Lifespan (3)
Health promotion, assessment, diagnosis, and clinical management of common health problems of adults and elderly adults, and selected chronic health problems across the lifespan. PREQ: 617, 622, and 623. COREQ: 685.

679 Research Project (1-2, R6)
Development, implementation, and evaluation of a clinical research project. Emphasis on the new application of ideas rather than original research. PREQ: Admission to the M.S.N. program, NSG 611 and permission of instructor. S/U grading.

680 Independent Study (1-3, R6)
PREQ: Permission of instructor, admission to graduate program.

683 FNP II: Clinical Management (2)

684 FNP III: Clinical Management (3)

685 FNP IV: Clinical Management (3)

686 FNP V: Primary Care Clinical Practicum (4)

687 Practicum in Nursing Education (3)
Guided practice in classroom and clinical instruction. PREQ: 651 and 652.

693 Topics in Nursing (1-4, R12)
PREQ: Permission of instructor.

699 Thesis (1-3, R6)

779 Continuing Research—Non-Thesis Option (1, R10)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Student must NOT be enrolled in a thesis program. S/U grading.
Continuing Research—Thesis Option (2, R24)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Student must be enrolled in a thesis program. S/U grading.

Nutrition and Dietetics (ND)

533 Research Methods in Nutrition (3)
Standard procedures for nutrient analysis, including proximate analysis of foods; introductory experimental design and methodology. PREQ: MATH 170 or PSY 251. COREQ: 436 or 536. 2 Lecture, 4 Lab.

534 Experimental Methods of Foods (3)
Advanced food science principles and techniques of sensory and objective evaluation of foods. PREQ: 231, CHEM 133. 2 Lecture, 4 Lab.

536 Advanced Human Nutrition (4)
Normal nutrition in relation to biochemical and psychological functioning; interrelationships of nutrients and their effect on body needs. PREQ: 334, BIOL 292, CHEM 133.

537 Diet Therapy (4)
Mechanisms by which food contributes to maintenance of health, prevention of disease, and correction of nutritional disorders. PREQ: 436 or 536.

539 Introduction to Professional Practice (3)
Introduction to professional ethics, conduct in patient care, utilization of laboratory values, nutritional assessment, and dietary management. PREQ: 437 or 537. 2 Lecture, 45 hours on-site experience.

540 Advanced Nutrition in Athletics (2)
Students will learn to integrate advanced concepts of nutrition, energy metabolism and exercise physiology to understand nutritional requirements for elite and recreational athletes. PREQ: 330 or equivalent basic nutrition course, physiology course.

630 Nutrition Throughout the Life Cycle (3)
Relationship of good nutrition to well-being and needs at all ages; methods of appraising nutritional status.

635 Nutrition Education (3)
Contemporary educational strategies of communicating nutrition concepts for public health nutritionists, dietary consultants, secondary teachers, extension specialists, journalists, medical personnel, and other professionals.

636 Protein, Carbohydrates, and Lipids (3)
Ingestion, digestion, absorption, and metabolism of protein, carbohydrates, and lipids. PREQ: 436 or 536 or permission of instructor.

637 Advanced Diet Therapy (3)
Physiological and metabolic basis for dietary modification in the treatment of disease. PREQ: 437 or 537 or permission of instructor.

639 Vitamins and Minerals (3)
Digestion, absorption, and metabolism of vitamins and minerals. PREQ: 330 or permission of instructor.

640 Advanced Nutrition in Athletics (2)
Students will learn to integrate advanced concepts of nutrition, energy metabolism and exercise physiology to understand nutritional requirements for elite and recreational athletes. PREQ: 330 or equivalent basic nutrition course, physiology course.

681 Practicum in Clinical Dietetics (3, R6)
Supervised on-site experience in clinical dietetics. PREQ: completion of ADA Didactic Program in Dietetics.
682 Practicum in Administrative Dietetics (3, R6)
Supervised on-site experience in administrative dietetics. PREQ: completion of ADA Didactic Program in Dietetics.

683 Practicum in Community Dietetics (3)
Supervised experiences in community dietetics. PREQ: completion of ADA Didactic Program in Dietetics.

693 Topics in Nutrition and Food Science (1-3, R9)
PREQ: 231 and 330 or permission of instructor.

695 Advanced Nutrition Seminar (1, R2)
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. PREQ: 436/536 or equivalent advanced nutrition course.

Parks and Recreation Management (PRM)

580 Independent Study (1-3, R6)

593 Topics in Parks and Recreation Management (1-3, R6)
PREQ: Permission of program coordinator.

Philosophy and Religion (PAR)

593 Topics in Philosophy and Religion (1-3, R6)
PREQ: Permission of department head.

Physical Education (PE)

520 Leadership and Administration of Outdoor Pursuits (3)
Implementation of outdoor pursuits programs. Includes planning and leadership components, outdoor adventure based administrative techniques, and risk management.

583 Physical Education Advanced Internship (9)
A full-time internship in physical education. COREQ: 596. Field experience.

596 Seminar in Physical Education (3)
Theory related to practice. COREQ: 583.

615 Legal Issues in Human Performance (3)
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.

621 Research in Health and Human Performance (3)
Research competencies relating to health, physical education, recreation, and dance. PREQ: EDCI 602.

625 Motor Learning (3)
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.

630 Physical Education Curriculum (3)
History, philosophies, aims, and objectives of physical education curriculum.

635 Lifespan Motor Development (3)
Theories, principles, and review of research on the biological, psychological, cognitive, and social changes across the lifespan that influence motor development.
640 Administration of Physical Education (3)
Organization and administration of the physical education programs in the school.

650 Applied Physiology (3)
Physiological adaptations resulting from different levels of performance.

655 Methods and Analysis in Physical Education and Sport Instruction (3)
Advanced methods in physical education and sport instruction and the use of observation instruments designed to enhance pedagogical skills.

665 Exercise Testing and Prescription (3)
Testing and training in fitness-based programs.

675 Issues in Intramurals and Athletics (3)
Examination of issues in intramurals and athletics.

676 Research Techniques in Exercise Physiology (3)
Techniques used for acute and chronic physical activity in humans and animal models. Procedures, ethical considerations, and institutional requirements will be covered. PREQ: Introductory courses in physiology and biochemistry. 2 Lecture, 2 Lab.

694 Special Problems (1-3, R9)
Topics in physical education, athletics, recreation, dance, and related areas.

699 Thesis (3, R6)
PREQ: EDCI 606 and PE 621 or permission of instructor.

779 Continuing Research—Non-Thesis Option (1, R10)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Must NOT be enrolled in a thesis program. S/U grading.

799 Continuing Research—Thesis Option (2, R24)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Student must be enrolled in a thesis program. S/U grading.

Physical Therapy (PT)

611 Physical Therapy Science I (3)
Patient care skills: documentation, measurement of joint motion, body mechanics, positioning, transfers, assisted gait, wheelchairs, exercise, infection control. PREQ: Admission to the physical therapy program. 2 Lecture, 2 Lab.

612 Physical Therapy Science II (3)
Patient care skills: measurement of joint motion, manual muscle testing, thermoscientific, hydrotherapy, biofeedback, and therapeutic exercise. PREQ: Admission to the physical therapy program. 1 Lecture, 4 Lab.

613 Physical Therapy Science III (4)
Patient care skills: hydrotherapy and wound care, electrodiagnostic testing, electrotherapy, cardiac and pulmonary rehabilitation, prosthetics, and functional assessment. PREQ: Admission to the physical therapy program. 2 Lecture, 4 Lab.

614 Physical Therapy Science IV (4)
Patient care skills: soft tissue and joint mobilization, mechanical traction, functional capacity evaluations, work conditioning/hardening, orthotics, dynamometers, and aquatic therapy. PREQ: Admission to the physical therapy program. 2 Lecture, 4 Lab.
615 Physical Therapy Science V (4)
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.

621 Human Anatomy I (3)
Advanced study, upper quarter. Musculoskeletal, cardiopulmonary, integumentary, nervous, circulatory systems. Anatomical bases for human motion; normal structural changes throughout the lifespan. PREQ: Admission to the physical therapy program. 1 Lecture, 4 Lab.

622 Human Anatomy II (3)
Advanced study, lower quarter. Musculoskeletal, integumentary, nervous, circulatory, reproductive, and gastrointestinal systems. Anatomical bases for human motion, normal structural changes throughout the lifespan. PREQ: Admission to the physical therapy program. 1 Lecture, 4 Lab.

623 Functional Human Anatomy I (4)
Biomechanical analysis of upper limb structure, function. Clinical applications. PREQ: Admission to the physical therapy program. 2 Lecture, 4 Lab.

624 Functional Human Anatomy II (4)
Analysis of lower extremity movement; emphasis on soft tissue relationships, biomechanics. Clinical applications. PREQ: Admission to the physical therapy program. 2 Lecture, 4 Lab.

631 Human Physiology I (2)
Advanced study of pathological conditions related to the physiology of the nervous, immune, lymphatic, and cardiopulmonary systems. PREQ: Admission to the physical therapy program.

632 Human Physiology II (2)
Advanced study of pathological conditions related to the physiology of the gastrointestinal, metabolic, urinary, and reproductive systems. PREQ: Admission to the physical therapy program.

641 Scientific Inquiry I (2)
Introduction to disciplined inquiry in physical therapy, emphasis on critical appraisal of the healthcare literature and clinical research design. PREQ: Admission to the physical therapy program.

642 Scientific Inquiry II (2)
Introduction to clinical epidemiology in physical therapy, emphasis on applying outcomes research to clinical decision-making. PREQ: Admission to the physical therapy program.

643 Scientific Inquiry III (1-3)
Design and implement a clinical research project with permission and supervision of faculty advisor. PREQ: Admission to the physical therapy program. S/U grading.

644 Scientific Inquiry IV (1-3)
Complete and disseminate results of clinical research project structured in PT 643. PREQ: Admission to the physical therapy program. S/U grading.

651 Clinical Logic I (3)
Integration of knowledge in physical therapy assessment and intervention for clients across the lifespan with general medical conditions. PREQ: Admission to the physical therapy program. 1 Lecture, 4 Lab.

652 Clinical Logic II (3)
Integration of knowledge from the physical therapy sciences to perform physical therapy assessment and intervention for clients with musculoskeletal dysfunction. PREQ: Admission to the physical therapy program. 1 Lecture, 4 Lab.
Clinical Logic HI (3)
Integration of knowledge from previous and concurrent courses to perform physical therapy assessment and intervention for clients across the lifespan with neurologic dysfunction. PREQ: Admission to the physical therapy program. 1 Lecture, 4 Lab.

Management and Supervision (3)
Comprehensive study of physical therapy management science, health care delivery systems, external oversight, reimbursement, supervision, delegation, and consultation. PREQ: Admission to the physical therapy program.

Neuroscience (2)
Anatomy and physiology of the human nervous system, including clinical neurological assessment and examination. PREQ: Admission to the physical therapy program or permission of department head. 1 Lecture, 2 Lab.

Physical Care and Management of Students with Severe/Profound Disabilities (3)
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.

Directed Independent Study (1-3, R9)
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. PREQ: Acceptance into the Physical Therapy program. S/U grading.

Experiential Professional Activities I and II (2, 2)
Assignment to a clinical setting with a designated supervisor to gain practical experience with healthcare delivery systems and physical therapy practice. PREQ: Admission to the physical therapy program. S/U grading.

Experiential Professional Activities III (3)
Assignment to a clinical setting with a designated supervisor to gain practical experience with healthcare delivery systems and physical therapy practice. PREQ: Admission to the physical therapy program. S/U grading.

Experiential Professional Activities IV (10)
Assignment to a clinical setting with a designated supervisor to gain practical experience with healthcare delivery systems and physical therapy practice. PREQ: Admission to the physical therapy program. S/U grading.

Topics in Physics Education I, II (3, 3)
Topics for the secondary teacher, including mechanics, electricity and magnetism, and modern physics; curricular projects. PREQ: High school physics teaching experience or permission of department head.
Political Science (PSC)

507 American Political Parties (3)
American political parties and their role in the government and politics of contemporary society; current national issues.

508 Southern Politics (3)
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.

516 British Legal Studies (3-6, R6)
The British Legal System; rules and practices relating to such matters as structure, jurisdiction, and individual rights.

517 Contemporary British Politics (3)
Comparison and contrast of the British political system. Special attention will be paid to evolution, structure, and current national issues.

521 Political and Organizational Leadership (3)
Concepts and processes of leadership as related to political and public organizations. PREQ: 6 hours of political science or permission of instructor.

536 Dynamics of World Order (3)
Alternative approaches to meeting social and political needs in a changing global environment; conditions and practices of interdependence.

580 Readings in Political Science (3)
PREQ: Department approval.

593 Contemporary Political Systems (3, R6)
Problems in the structure and functions of selected political systems reflected against their political cultures.

595 Seminar: American Political System (3)
Current issues in American government and politics.

693 Topics in Political Science (1-6, R9)
PREQ: Permission of department head.

Project Management (PM)

500 Tools for Financial Management (2)
Introduction to selected tools and topics from the fields of accounting and finance which support the activities of the project manager. PREQ: Admission to the M.P.M. program.

505 Introductory Statistics and Microeconomics (2)
A review of appropriate statistical concepts and microeconomic principles for the project manager. PREQ: Admission to the M.P.M. program.

515 Legal and Ethical Issues (2)
Introduction to selected topics from law and ethics that support the activities of the project manager. PREQ: Admission to the M.P.M. program.

650 Project Management Systems (6)
An overview of the project management framework and knowledge areas; the strategic context of projects; introduction to project management tools. PREQ: Completion of prerequisites PM 500, 505, 515 or their equivalent.

652 Project Plan Development (6)
Human resource, legal, financial, and logistical principles for project planning; preparation of initial project plan documentation. PREQ: 650.
654 **Project Plan Analysis and Approval (6)**
Integration of human resource, legal, financial, and logistical aspects of projects; preparation and presentation of final project plans. PREQ: 650.

656 **Project Implementation: Policies and Procedures (6)**
Creation of the project team; coordination, organizational, and environmental factors with human and physical resources; introduction to project control systems. PREQ: 650.

658 **Project Implementation: Monitoring and Production (6)**
Project production oversight; quality control mechanisms and procedures; project team management and development; project tracking; and resolution of production obstacles. PREQ: 650.

660 **Project Completion and Professional Evolution (6)**
Project wrap-up and product turnover; synthesis of all facets of project management from implementation and strategic perspectives. Overview of project manager career planning and development and professional responsibility. PREQ: 650.

**Psychology (PSY)**

510 **Individual Psychology (3)**
Theory and practice related to self-understanding, problem-solving, and interpersonal relationships. PREQ: 6 hours of psychology or permission of instructor.

526 **Death and Dying (3)**
Psychological foundations and correlates of death anxiety and grief; crosscultural perspectives; death education and stages in children's awareness; methods of coping with grief and fears. PREQ: permission of instructor.

530 **Personality (3)**
Assumptions, constructs, and theories of personality; related empirical findings. PREQ: permission of instructor.

540 **Biological Psychology (3)**
Physiological, genetic, and evolutionary bases of behavior. PREQ: permission of instructor.

541 **Health Psychology (3)**
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. PREQ: permission of instructor.

544 **Language, Memory, and Cognition (3)**
Theories and principles of human information processing: language production and comprehension, basic processes in memory and cognition. PREQ: permission of instructor.

548 **Human Neuropsychology (3)**
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. PREQ: permission of instructor.

555 **Systems and Theories in Psychology (3)**
Psychology as a scientific endeavor, from early approaches to contemporary schools and trends. PREQ: permission of instructor.

570 **Abnormal Psychology (3)**
Theories of psychopathology; etiology, dynamics, symptomatology, diagnosis, and treatment. PREQ: permission of instructor.
574 The Emotionally Disturbed Child and Adolescent (3)
Etiology, characteristics, assessment, and treatment of deviation; learning difficulties, behavioral and psychotic disorders; problems of the handicapped. PREQ: permission of instructor.

610 Advanced Social Psychology (3)
Theories and research concerning aggression, prosocial behavior, group behavior, conformity, attitudes, person perception, and attraction. PREQ: permission of instructor.

621 Advanced Educational Psychology (3)
Application of theories and principles of development, learning, and measurement to classroom practice.

624 Child and Adolescent Development (3)
Development and behavior of children, prenatal through adolescence; influences of heredity, maturation, and learning on development. PREQ: permission of instructor.

625 Adolescent Development (3)
Physical, mental, and emotional development in adolescents; interests, attitudes, ideals, and social adaptations. PREQ: permission of instructor.

626 Adulthood and Aging (3)
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. PREQ: permission of instructor.

648 Advanced Neuropsychological Assessment (3)
Examination of neuroanatomy, neurophysiology, psychopharmacology and neuropsychology as related to the identification of disorders and deficits. PREQ: Admission to graduate program in school or clinical psychology or permission of instructor.

650 Advanced General Psychology (3)
An overview of the discipline of psychology for the advanced student.

651 Advanced Research Methods (3)
Inferential statistics emphasizing experimental design; univariate and multivariate techniques, nonparametric procedures, and computer usage. PREQ: 251 or equivalent.

652 Advanced Research: Methods, Design, and Communication (3)
Experimental designs, literature review, scientific writing styles, planning, writing; research proposal, statistical analysis of data, and computer applications. PREQ: 651. 1 Lecture, 1 Lab.

661 Psychological Assessment I (4)
Nature and theory of assessment; administering, scoring, and interpreting Stanford-Binet and Wechsler scales. PREQ: 360 or equivalent; permission of instructor.

662 Personality Assessment (3)
Major techniques of objective personality assessment; emphasis on administration, scoring, and interpretation. PREQ: Permission of instructor.

663 Assessment and Intervention with Preschool Children (3)
Administration, scoring, and interpretation of assessment scales for children from infancy through childhood; planning and implementation of intervention programs. PREQ: 624 or equivalent.

664 Psychological Assessment II (3)
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. PREQ: 661 and/or admission into school or clinical psychology program.
671 Advanced Psychopathology (3)
Clinical and experimental approaches; classification, etiology, and modification of deviant behavior. PREQ: permission of instructor.

672 Psychotherapy I: Theories (3)
The major theoretical perspectives in psychotherapy and their application. PREQ: Admission to the graduate program in clinical psychology.

673 Professional Issues (3)
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. PREQ: Permission of instructor.

674 Advanced Child Psychopathology (3)
In depth examination of childhood psychopathology; etiology, characteristics and comprehensive assessment; treatment and intervention with childhood disorders. PREQ: Admission to graduate program in school or clinical psychology or permission of instructor.

675 Cognitive Behavioral Interventions (3)
Cognitive and behavioral intervention techniques and their application in school and clinical settings. PREQ: Admission to graduate program.

676 Psychotherapy II: Techniques (3)
Issues and techniques of psychotherapy and their application. PREQ: Admission to clinical psychology graduate program.

677 Group Psychotherapy (3)
Theory and practice of group psychotherapy; supervised problems. PREQ: Admission to psychology graduate program.

678 Family Systems (3)
Theory and research in dynamics of family systems; ecological models. PREQ: Permission of instructor.

679 Survey of Clinical Psychology (3)
Survey of the major topics and issues in clinical psychology. PREQ: Admission to the graduate program in clinical psychology.

680 Directed Study in Psychology (3, R6)

683 Internship in Psychology (6, 6)
684 Six-month, full-time or nine-month, part-time internship in a clinical or school setting. PREQ: 686. S/U grading.

686 Practicum (1-4)
Application of psychological theory in the educational setting; observation of practices of school psychologists; participation in school psychological services under field and university supervision. PREQ: 673.

693 Topics in Psychology (3, R9)
PREQ: permission of instructor.

697 Seminar: Behavioral/Emotional Evaluation of Children and Adolescents (3)
Major techniques of objective and projective personality assessment with children and adolescents; focus on theory, administration, scoring, interpretation, and report writing. PREQ: Admission to psychology graduate program.

698 Rorschach Seminar (3)
Administration, scoring, and interpretation of the Rorschach inkblot test. PREQ: Admission to the clinical psychology graduate program.
**Thesis (3, R6)**

**Continuing Research—Thesis Option (2, R24)**
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Student must be enrolled in a thesis program. S/U grading.

**Public Affairs (PA)**

**571 Government–Business Relations (3)**
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.

**572 Public Policy Formulation (3)**
The policy-making process in its political context; models of policy development applied to selected issues.

**580 Readings in Public Affairs (3)**
PREQ: Permission of MPA Director.

**670 Public Affairs Administration (3)**
The place of public affairs administration and the role of the administrator in the American system of government.

**671 Budgetary Processes (3)**
Budgetary practices and processes at the federal, state, and local levels; roles of professionals and elected officials; budgetary problems, planning, and reform.

**672 Governmental Organizations (3)**
Analysis of governmental structures and procedures; recent developments in reorganization.

**673 Public Policy Analysis (3)**
Bureaucratic decision making and theories of analyzing and explaining public policy.

**674 Statistics and Decision Making (3)**
Statistical decision theories and operational research models; computer programming, frequency distributions, hypothesis testing, correlations, regression, and multivariate tests; uses in the assessment of public policy.

**675 Metropolitan Government (3)**
The nature of urbanization and its consequences for politics and administration in the United States.

**676 Government and Press Relations (3)**
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.

**677 Public Personnel Management (3)**
Working knowledge of key functions and activities in public personnel management and awareness of the legal basis for the public human resources function.

**678 The Environment of Public Management (3)**
Examine the environment of public management including local government structure, fiscal management and the roles of principal officials and local legislative process.

**685 Internship in Public Affairs (3)**
May be repeated once by preservice students only.
Continuing Research—Non-Thesis Option (1, R10)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Must NOT be enrolled in a thesis program. S/U grading.

Reading (EDRD)

520 Phonics and Word Analysis (3)
Use of basic word analysis skills in reading instruction.

543 Middle Grades Reading (3)
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.

553 High School and Adult Reading (4)
Methods and materials for teaching reading in high school and adult education programs. 3 Lecture, 2 Lab.

573 Practicum in Teaching Reading (3)
Assessment and remediation of reading problems and strategies for teaching reading. PREQ: 533, or 543, or 553. 2 Lecture, 2 Lab.

631 Smoky Mountain Language and Literacy Institute (3, R9)
Intensive study of a current topic in literary instruction.

651 Clinical Procedures in Remedial Reading (3)
Evaluation and diagnosis of severe reading problems; supervised practicum. PREQ: 573.

661 Issues and Trends of Literacy Education (3)
Current trends in approaches and theories for teaching and learning to read. PREQ: 9 hours in reading.

740 Reading Research Projects (3)
Initiating, conducting, and analyzing a research project. PREQ: G license in reading and permission of instructor. 2 Lecture, 2 Lab.

Science Education (SCI)

512 Advanced Science Methods (3, R6)
Current and innovative methods for teaching secondary science. Emphasis on the inquiry-based approach and new instructional technologies. PREQ: Admission to the M.A.T. or M.A.Ed. in Biology or Chemistry or permission of instructor.

551 Environmental Science for Teachers (3)
Materials and techniques for interdisciplinary projects.

593 Topics in Science Education (1-3, R6 each course)

594

611 Physical and Earth Science for Teachers (3)
Philosophy and techniques of inquiry teaching; applications using physical and earth science curricular materials.

621 Biology and Environmental Science for Teachers (3)
Philosophy and techniques of inquiry teaching applied to biological and environmental curricular materials.
Seminar in Science Education (3, 3)
Trends, issues, and research problems in science education. PREQ: Permission of instructor.

Sociology (SOC)

ANTH 514 Minority Groups (3)
Relations between dominant and subordinate races and ethnic groups; historical and comparative aspects; African Americans, Chicanos, and Indians.

Sociology of Sport (3)
Social issues in sport examined from historical, cross-cultural, and sociological perspectives with attention to impact of race, gender, and social class on participation.

Community Organization and Development (3)
Community organization viewed as a process of bringing about desirable changes in community life; community structure, needs assessment, and planning for change.

Regional and Societal Development (3)
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.

Sociology of Conflict and Conflict Resolution (3)
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.

Independent Study in Sociology (1-2, R6)
PREQ: Written application; approval of instructor and advisor.

Internship in Sociology (3)
Application of theory, methods and techniques in a cooperating agency under faculty supervision. S/U grading. 9 hours per week per course. PREQ: Permission of instructor.

Topics in Sociology (3, R6)
PREQ: Permission of instructor.

Rural Society (3)
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. PREQ: Permission of instructor.

Special Education (SPED)

Introduction to Learning Disabilities (3)
Historical concepts and theories of learning disabilities; educational characteristics of learning disabled children; overview of remedial programs. PREQ: 240 or permission of instructor.

Current Issues in Special Education (3)
Investigation and interpretation of educational issues in special education.

Educational Programs for Students with Behavioral Disorders (3)
Study of identification procedures, affective and behavioral techniques, and instructional programs for teaching students with behavioral disorders.
505 Teaching Students with Learning Disabilities (3)
Advanced approaches and methods for teaching students with disabilities.

528 Programs and Services for Individuals with Severe/Profound Disabilities (3)
Addresses programs, services, and related issues relevant to the education and treatment
of individuals with severe/profound disabilities.

529 Educational Programs for Students with Mental Retardation (3)
Study of educational programs and services for students with mental handicaps.

530 Teaching Individuals with Moderate to Severe Disabilities (3)
Exploration of a wide body of literature identifying effective instruction for inclusively
educating individuals with moderate to severe disabilities.

531 The Physically Handicapped Child (3)
Social, psychological, and medical problems related to children with physical disabilities.

532 Methods for Teaching Students with Severe/Profound Disabilities (3)
Provides methods for teaching students with severe/profound and multiple disabilities.

533 Collaboration with Families and Professionals (3)
Offers information about developing collaborative teams of parents, teachers, other
professionals and paraprofessionals for the education and support of individuals with
severe/profound disabilities.

555 Creating Positive Classrooms for Students with Disabilities (3)
Theoretical approaches and practices for creating positive classrooms.

566 Approaches and Practices for Teaching Students with Disabilities (3)
Instructional theory and practices for teaching students with disabilities.

567 Reading, Writing, and Mathematics Curriculum for Students with Disabilities (3)
Remedial approaches and techniques for teaching reading, writing, and mathematics.

593 Topics in Special Education (1-3, R6)
PREQ: Permission of instructor.

600 Creative Thinking and Problem Solving (3)
Exploration of creative thinking; emphasis on current research and present methodolo-
gies of problem-solving.

603 Administration of Special Education Programs (3)
Administrative practices and problems of organization, staffing, curricular development,
and supervision of special education.

620 Education in a Diverse Society (3)
Prepares teachers to meet the learning needs of diverse student populations.

630 Teaching Students with Mild to Moderate Mental Retardation (3)
Objectives, methods, and materials for students with mild to moderate mental retardation.
PREQ: 529 or permission of instructor.

631 Appraisal of Exceptional Children (3)
Educational assessment of exceptional individuals emphasizing curriculum-based mea-
urement.

681 Seminar in Learning Disabilities (3)
Exploration of emerging theories influencing the learning disability field; current research
and practices.

682 Research in Special Education (3)
Theoretical and experimental research into techniques of teaching, investigation of
problems, and educational systems. PREQ: EDCI 602 or equivalent.
684 Teaching Students with Behavioral Disorders (3)
In-depth analysis of one program model, development of instructional strategies from this approach, and examination of interdisciplinary approaches to treatment. PREQ: 504, PSY 574, or permission of advisor.

687 Practicum in Special Education (1-3, R9; 1-3, R3)
Supervised experience in a school or clinical setting. PREQ: Written application; approval of instructor and advisor.

779 Continuing Research—Non-Thesis Option (1, R10)
See Policy on Completion of Thesis and Dissertation found in the Admissions and Degree Requirements Section of the Graduate Catalog. These hours will not count toward fulfilling degree requirements. PREQ: Must NOT be enrolled in a thesis program. S/U grading.

University Studies-Interdisciplinary (USI)

693 Topics in Graduate Education (1-3, R6)
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.

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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 climax 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.

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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.
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